

THE **MACMILLAN**
SPELLING
SERIES

3



CURRICULUM

TEACHERS' EDITION

Ex LIBRIS
UNIVERSITATIS
ALBERTAENSIS



1	2	3	4	5	6	7
11	14	14	14	11	25	17


$$\begin{array}{r} 25 \\ 14 \\ \hline 139 \\ 11 \\ 50 \end{array}$$

$$\begin{array}{r} 14 \\ 14 \\ 11 \\ \hline 53 \end{array}$$

$$\begin{array}{r} 14 \\ 14 \\ 11 \\ \hline 53 \end{array}$$

$$\begin{array}{r} 21 \\ 21 \\ \hline 32 \end{array}$$

$$\begin{array}{r} 25 \\ 25 \\ \hline 32 \end{array}$$



Digitized by the Internet Archive
in 2017 with funding from
University of Alberta Libraries

THE MACMILLAN SPELLING SERIES

THE MACMILLAN

GENERAL EDITOR: GEORGE E. FLOWER, Ontario College of Education

AUTHORS: ROBERT F. BORNHOLD, Inspector of Public Schools,
Halton County, Ontario

K. H. D. HALL, Superintendent of Public Schools, East
York, Ontario

GORDON F. MANN, Inspector of Public Schools, Windsor,
Ontario

SYBIL F. SHACK, Principal, Lord Roberts School, Win-
nipeg, Manitoba

© THE MACMILLAN COMPANY OF CANADA LIMITED, 1963.
All rights reserved—no part of this book may be reproduced in any form without
permission in writing from the publisher. Mimeographing or reproducing
mechanically in any other way passages from this book without the written
permission of the publisher is an infringement of the copyright law. Written,
printed and bound in Canada.

SPELLING SERIES

3

TEACHERS'
EDITION



THE MACMILLAN COMPANY OF CANADA LIMITED

CONTENTS

USING THIS TEACHERS' EDITION	vii
THE TEACHER'S ATTITUDE TOWARD SPELLING	vii
POINT OF VIEW OF THE SERIES (aims, phonics, word-building)	viii
WORDS USED IN THE SERIES	ix
Placement of Words in Various Books	ix
A Canadian Word List	x
Summary of Word Lists by Books	xi
ORGANIZATION OF THE SERIES	xi
333 Most Commonly Misspelled Words	xi
"How to Study a Word"	xii
Lists at the Back of the Pupil Editions	xii
Tables of Word-Study Skills	xiii
METHODS AND PROCEDURES	xvi
Five Phases in Teaching Spelling	xvi
Continuous Review	xvii
Personal and Class Word Lists	xviii
Providing for Individual Differences	xix
Survey Tests	xx
For Teachers in Ungraded Schools	xxi
FOR FURTHER STUDY	xxi
INTRODUCTION TO TEACHERS' GUIDE, BOOK 3	xxii
SURVEY TESTS TO PRECEDE UNIT 1	xxiii
PUPIL EDITION, WITH INTERLEAVED SHEETS OF SUGGESTIONS FOR TEACHERS	Pages numbered as in the pupil edition
333 MOST COMMONLY MISPELLED WORDS	113
BASIC SPELLING LITERACY VOCABULARY OF 445 WORDS	118
BASIC WORD LIST, MACMILLAN SPELLING SERIES	122

USING THIS TEACHERS' EDITION

SPELLING is an indispensable tool for satisfactory expression in writing. Moreover the misspelling of a simple word often makes an even more damaging impression than a gross grammatical error. Thus spelling, quite properly, is of central concern in the program of the schools.

Good Spelling
Important

Much spelling is learned incidentally: that is, acquired in passing as new words are read and used and written. But there is ample research evidence to indicate both the need for, and value of, direct instruction in spelling in addition to rich and varied opportunities for reading and writing.

Formal instruction in spelling appears on the time-table from grades two to eight almost universally throughout Canada. A study by the authors in 1958 revealed that 90 minutes a week were devoted to spelling in a typical grade two class, 100 minutes in grade five, 90 minutes in grade eight. The same study found considerable dissatisfaction on the part of teachers and supervisors with the apparent low correlation between good spelling in spelling periods and good spelling in other written work. Too many youngsters seem to learn to spell *words*, rather than learn to spell.

The Macmillan Spelling Series has been prepared to provide a better tool for pupils and teachers in the learning and teaching of spelling as an integral part of the language arts program. The series is based on extensive research findings now available; it is Canadian throughout; it begins with the premise that successful teaching of spelling cannot be merely a mechanical and routine matter.

No textbook can be an adequate substitute for a capable and imaginative teacher; the teacher is the key person in the classroom. Hence this series includes an interleaved Teachers' Edition for each book, in addition to the Pupil Edition. The purpose of this Teachers' Edition is to provide useful background material, and specific suggestions for the busy teacher, unit by unit, so that spelling may be more effectively taught, and as a result better learned.

Purpose -

Purpose

THE TEACHER'S ATTITUDE TOWARD SPELLING

In his summary of the implications of research for the teaching of spelling, Ernest Horn states what may well be *the* most important truth for teachers desirous of teaching spelling more effectively:

The teacher's own attitude toward spelling is an important factor in determining the pupils' attitudes and consequently how well they learn to spell. Enthusiastic, sympathetic classroom teachers often get good results even though they do not otherwise make use of the most efficient learning procedures. And teachers who use efficient procedures but in a mechanical way, without enthusiasm or sympathetic understanding of the needs of individual pupils, get poor results. There is no reason why enthusiasm, sympathy, and efficiency should not be combined.

pupil + teacher oriented

Investigations have shown that spelling is one of the subjects which many classroom teachers dislike to teach. The teacher's own interest in spelling may be increased by understanding the importance of correct spelling, by being assured of the soundness of what he is expected to teach, by knowing that the methods he uses have been proved efficient, and by the conviction, warranted by evidence, that all pupils can improve their spelling. But the greatest source of interest will come from helping individual pupils grow in spelling ability, especially pupils who are having marked difficulties in learning to spell.¹

★ POINT OF VIEW OF THE SERIES

The prime aim of the spelling program is to bring each pupil to the point where he spells correctly the words he writes. This means:

1. Teaching pupils automatic mastery of the words which they need to use in writing.
2. Developing ability to spell correctly in all written work in and out of school, not just words in lists in spelling periods.
3. Helping children acquire an efficient method of studying and mastering words.
4. Developing self-dependence in spelling, in terms of ability to locate correct spellings and to check the accuracy of spelling.
5. Developing a desire to spell correctly, a pride and interest in correct spelling.

There is a great deal of evidence that word-study skills in phonic and structural analysis are useful tools for spelling, as are a number of other aspects of the broad language arts program, such as improvement in pronunciation of words, correct grammatical usage, enrichment of vocabulary, and the development of an interest in words and their derivation. Spelling should therefore not be treated as an isolated study, but as a means of expression, a built-in part of communication.

This is the point of view of this series, which places considerable emphasis on phonic and structural analysis. From the particular standpoint of spelling, however, these are only means: analysis is just a first step. Correct spelling involves, above all, skills in *word-building*: really analysis in reverse. In the reading portion of a language arts program phonic and structural analysis help a pupil to make sense of a word which he has not seen before; in spelling a knowledge of phonics (sounds expressed in letter combinations) and structure (meaningful elements from words already known) help a pupil to select the correct spelling of a word, to build the word in writing. Accordingly skills and practice in word-building receive particular emphasis throughout this series.

¹Horn, Ernest, *Teaching Spelling*. Washington: The National Education Association. What Research Says to the Teacher Series, #3, 1954; pp. 20-1.

WORDS USED IN THE SERIES

The basic spelling vocabulary for the seven books consists of 2240 words. Why not more? A large library dictionary will list as many as 450,000. There are two compelling reasons:

1. Careful studies indicate that the first 2000 words constitute about 95% of children's writing vocabulary. These words, therefore, are given primary attention, along with a few additional words more commonly needed by adults. Complete mastery of these words, together with an efficient method for independent learning of whatever other words a pupil may wish to use, should lead to a high level of spelling ability.
2. The books are so designed that word-building activities, beginning with words from the basic list, lead to the learning of a great many more words. In addition, emphasis is placed on the building of supplementary lists of words which a particular class or individual may wish to use.

The most commonly used 2000 words, then, are much the same for everybody, but after that writing vocabularies become increasingly individualized. In other words, the returns from class teaching of each additional thousand or even hundred words diminish rapidly after the first 2000 which do most of the work. Nevertheless the basic lists are broadened somewhat for capable pupils by the inclusion of 692 Extra Words. None of these is a "show piece"; they are simply common words used somewhat less often than those in the basic list. The place for words more commonly needed by an individual than by an entire group is in the personal list which each pupil should be encouraged to develop.

The basic vocabulary of 2240 words in the Macmillan Spelling Series, together with the 692 Extra Words, is included at the back of this Teachers' Edition.

Placement of Words in Various Books

Words have been assigned to particular books (roughly equivalent to grade levels) according to the main criterion of frequency of child usage in writing. There are demonstrated advantages to introducing particular words for spelling in this way at the point where large numbers of children wish to use them. In the first place one of the important goals of formal instruction in spelling is to develop ability to spell correctly in written expression, rather than just isolated words in a list; moreover, the well-established fact that learning occurs most readily when interest is present means that problems of motivation are reduced when pupils are assigned spelling words which they already feel a need to use in writing.

But this basic criterion for word placement has been deliberately modified to some degree in terms of the following factors, each of which is supported by the findings of careful research: —

1. Grouping words containing common elements, or offering similar difficulties: the "word family" approach.

2. Avoiding too many short and easy words in the senior books, lest pupil and teacher interest be sacrificed.
3. Concentrating emphasis and re-emphasis on commonly misspelled words.
4. Including, in Books 7 and 8, a few words very commonly needed by adults although not so frequently used by children at that age.

A Canadian Word List

The most monumental study of pupil spelling vocabulary to date is that of Rinsland, who analysed six million running words written in the spring of 1937 by school children throughout the United States. He tabulated the frequency, by grade, with which each of the 25,632 words found in the study appeared. Rinsland's report² has been widely used in the selection of word lists for various spelling series.

In building a truly Canadian word list it might be argued that something similar to Rinsland's large-scale study should be conducted in Canada. It is doubtful, however, if the great expense of such a study in time and dollars could be easily justified. The amount of overlap in the most frequently appearing 2000 words would, undoubtedly, be overwhelming. Accordingly, Rinsland's study has been used as a basis for initial selection of words for the Macmillan Spelling Series, modified by comparison with other painstakingly developed lists.³

Special attention, however, has been given to the inclusion of "Canadian" words as opposed to American or British terms. This has been done in part by inspection, and in part from a sampling of Canadian children's writing and literature. The majority of "Canadian" words included, however, have been added as a result of direct request for opinions to a sampling of interested teachers and supervisors across Canada. Examples of such words are Arctic, beaver, chesterfield, parliament.

In addition a number of post-1937 words, culled largely from word-count studies, have been added or have replaced "dated" words in the original Rinsland list. Examples are diesel, nuclear, nylon, satellite, television. Most of these are introduced in Books 7 and 8, many as extra words for capable spellers.

²Rinsland, H.D., *A Basic Vocabulary of Elementary School Children*. New York: The Macmillan Company, 1945.

³Among the lists consulted were: Dolch, E. W., *The 2000 Commonest Words for Spelling*. Champaign, Illinois: The Garrard Press, 1955; Hildreth, Gertrude, "A Writing Vocabulary for Children"; appendix to her book *Teaching Spelling*. New York: Henry Holt and Co. Inc., 1955; Horn, Ernest, *A Basic Writing Vocabulary: 10,000 Words Most Commonly Used in Writing*. University of Iowa Monographs in Education #4, 1926; and Schonell, F. J., *The Essential Spelling List*. London: Macmillan and Co. Ltd., 1956.

SUMMARY OF WORD LISTS BY BOOKS

Book	No. of Basic Words First Introduced	No. of Most Frequently Misspelled Words Included	No. of Extra Words	Approximate No. of Basic Words Listed per Unit (a)
Book 2	202	87	23	9
Book 3	310	74	68	11
Book 4	308	51	94	12
Book 5	321	48	120	13
Book 6	328	23	119	13
Book 7	383	26	131	14
Book 8	388	24	137	14
TOTALS	2240	333	692	

Note (a)—Including some of the most frequently misspelled words repeated or re-introduced from earlier books.

ORGANIZATION OF THE SERIES

Each book is divided into 33 units plus seven review lessons interspersed. There is considerable variety in unit format and content, in order to maintain pupil and teacher interest from unit to unit and year to year. Thus there is a considerably greater difference between Book 8 and Book 2 than in many other spelling series. Units seek to encourage the pupil to use new words in context of *his own* composition, but new words are occasionally introduced in connected prose.

333 Most Commonly Misspelled Words

Three hundred and thirty-three words, within the core list, have been identified from a variety of studies⁴ as offering particular difficulty to many pupils. Special attention is given to the teaching and re-teaching of these words, as follows:

1. Each of the 333 words is introduced, as if it were a new word, at least twice in the series; almost half are listed three times (161), and 46 words, a hard core of difficult words, are listed four times.
2. In the *Pupil Edition* a cumulative list of all such words introduced in the series to date appears at the back of each book.

⁴For example, Fitzgerald, J. A., "A Crucial Core Vocabulary in Elementary School Language and Spelling". *American School Board Journal* 103 (July, 1941); pp. 22-4. Fitzgerald found that his 222 words accounted for 65% of the spelling errors in 700,000 running words of written work in grades 2 to 6.

3. In the Teachers' Edition, at the end of the interleaved pages for each unit, are listed any of these 333 words which are included in that unit. Where one or more of such words has been taught previously in the series, reference is included to appropriate book and unit.

✓ "How To Study a Word"

At the front of each book in the Pupil Edition is a page headed "How To Study a Word" (page 5 in Book 2). The same six steps are outlined in all books, although necessarily in simpler form in Book 2 than in Book 8:

1. LOOK at the word. *visual*
2. SAY the word. *oral*
3. THINK how you would spell it.
4. WRITE the word. -
5. CHECK how you spelled it.
6. PRACTISE spelling the word.

It is recommended that teachers direct pupils repeatedly to these steps as outlined in the front of their books, to the point where pupils apply them automatically.

Lists at the Back of the Pupil Editions

Various types of word list appear at the back of the Pupil Editions, as follows:

1. Alphabetical listing of new words for that book, showing the page at which each is introduced. These are not dictionaries: pupils should be encouraged to make regular reference to standard dictionaries.
2. Cumulative listing of words introduced in the series to date from the 333 most commonly misspelled words. In Book 2 such words are merely starred in the alphabetical list.
3. Reference lists of "Useful Words" tabulated by category, beginning at Book 3 as follows:

	Books				
	3	4	5	6	7 8
Months, with abbreviations	x	x	x		
Days of week, with abbreviations	x	x	x		
Provinces and major cities				x	x x x

Tables of Word-Study Skills *Skills (content)*

The following tables summarize word-study skills as developed in the series. The process is a cumulative one, from Book 2 to Book 8. Thus all skills indicated are important for correct spelling, although all cannot be introduced at once, and some become increasingly automatic as the pupil progresses so that they are not singled out for equal attention in all books. The degree of emphasis accorded specific skills in each book is indicated as follows:

much attention—A; considerable attention—B; passing attention—C

Care has been taken, wherever possible, to correlate the progressive development of word-study skills in this series with related skills being developed concurrently at the various grade levels in widely-used texts for reading and other parts of the language arts program.

I I — Skill in Word Perception

These are the skills outlined

	Book						
	2	3	4	5	6	7	8
1. Recognizing words as visual symbols of ideas: associating printed and written words with known objects, actions, situations, ideas	A						
2. Hearing the whole word	A						
3. Pronouncing the whole word	A						
4. Seeing the whole word	A						
5. Recognizing letters and combinations of letters, and their associated sounds, as integral parts of a word	A						
					Emphasized as basic through all books of the series, through providing the pupil with a method of learning to spell a word, repeated and extended book by book.		

II — Phonic Analysis

	Book						
	2	3	4	5	6	7	8
1. Single consonant sounds							
— at the beginning of words	A	B	C	C	C	—	—
— at the end of words	B	B	C	C	C	C	—
2. Consonant blends	B	B	A	A	B	C	C
3. Long and short vowels	A	A	A	B	B	A	A
4. Vowel combinations	B	B	A	B	C	C	C
5. Rhyming	B	A	B	C	C	C	—

III — Skill in Building Words

	Book						
	2	3	4	5	6	7	8
1. Forming plurals							
— by adding -s	A	A	B	B	—	—	—
— other forms	—	B	A	A	A	B	C
2. Dropping letters or endings	B	B	B	B	B	C	—
3. Adding endings (inflection)	B	A	B	A	A	A	C
4. Doubling letters and adding endings	—	B	B	A	A	A	B
5. Recognizing parts of a compound word, and building compound words	B	A	A	B	B	B	A
6. Forming new words by substituting initial consonants or consonant blends	A	A	B	—	—	—	—
7. Forming new words by vowel substitution	A	B	B	—	—	—	—
8. Prefixes	—	—	B	A	B	A	A
9. Suffixes (changing meaning, or part of speech)	—	C	B	B	B	A	A
10. Finding root words	C	B	B	B	A	A	A
11. Forming new words from roots	—	C	C	B	B	A	A

IV — Skill in Overcoming Common Difficulties

	Book						
	2	3	4	5	6	7	8
1. Double letters	B	B	A	A	C	C	—
2. Silent letters	B	B	A	A	B	B	C
3. Double vowels and diphthongs	C	C	A	A	C	C	—
4. Different sounds for the same letter combinations	—	C	B	B	C	C	B
5. Same sound, different spelling	C	C	B	B	C	C	B
6. Automatic mastery of certain words most frequently misspelled	A	A	A	A	A	A	A

V — Dictionary Skills

	Book						
	2	3	4	5	6	7	8
1. Letters of the alphabet	B	B	C	—	—	—	—
2. Alphabetical order	C	B	B	B	B	—	—
3. Vowels and consonants	B	B	B	B	C	C	C
4. Guide and key words	—	—	C	B	A	B	B
5. Syllabication and accent	—	C	C	B	A	A	B
6. Pronunciation, and diacritical marks	—	C	C	B	A	A	A
7. Finding meanings and shades of meaning	—	—	C	B	A	A	A
8. Using sentence context to select specific meaning of words	—	C	C	B	A	A	A
9. Synonyms, antonyms, and homonyms	—	—	C	B	B	A	A
10. Using dictionary to check spelling	—	C	C	B	B	A	A

VI — Other Language Skills Correlated with Spelling

	Book						
	2	3	4	5	6	7	8
1. Abbreviations	C	C	C	C	C	—	—
2. Capitals	C	B	A	A	C	C	—
3. Contractions	C	B	A	A	C	—	—
4. Correct usage of words (among, between, led, lead, etc.)	—	—	C	B	A	A	A
5. Hyphens	—	C	C	C	C	C	—
6. Possessives	—	B	B	A	C	C	C
7. Parts of speech (beginning with nouns and verb usage)	—	B	B	B	B	A	A
8. Handwriting	B	B	A	B	C	—	—
9. Extension of vocabulary and meaning	C	C	C	B	B	A	A

VII — Rules and Generalizations

The only really safe rule in spelling is to pay particular attention to each individual word. Nevertheless, certain rules—or perhaps generalizations—is a better term in this context—may be derived inductively from experience in noting similarities between words. The following table lists some of the more widely-applicable rules or generalizations for spelling, showing the book in which they are first formally stated following pupil experience with words concerned. These generalizations are reinforced (and in some cases extended through pointing out refinements and exceptions) in each subsequent book of the series.

<i>Rule or Generalization</i>	<i>Book</i>
1. Most nouns form their plurals by adding <i>s</i> or <i>es</i> . <i>Es</i> is added to make the word easier to pronounce.	4
2. <i>Q</i> is always followed by <i>u</i> .	5
3. Words ending in <i>-ful</i> have only one <i>l</i> .	5
4. Words ending in <i>y</i> preceded by a consonant change <i>y</i> to <i>i</i> before a suffix, unless the suffix begins with <i>i</i> .	5
5. An apostrophe is used to show the omission of a letter or letters in a contraction.	5
6. The final <i>e</i> of a word is dropped before adding an ending beginning with a vowel.	6
7. “ <i>I</i> before <i>e</i> except after <i>c</i> , or when sounded as <i>a</i> in neighbour and weigh.”	6

METHODS AND PROCEDURES

How can the teacher make the best possible use of the Macmillan Spelling Series? The considerations outlined below, in addition to the interleaved pages in this Teachers' Edition, include some suggestions which have been useful to others. Of course a great many principles for effective teaching and learning of spelling, soundly based on the results of experimentation, are built into the actual design of the units themselves. For example, dictionary skills and usage are emphasized increasingly from book to book, leading toward independence in spelling. Again, the series introduces only those few rules which are widely applicable, and—as in phonic and structural analysis generally—the emphasis is on noting similarities rather than on rules.

Five Phases in Teaching Spelling

Each of the units in the Pupil Edition has been prepared with five phases in teaching spelling in mind. It is recommended that teachers vary the amount of time devoted to any one of the five phases or to an entire unit. This will allow for adjustment to meet the varying abilities of different classes or of different pupils within a class; it will also provide variety and hence help to maintain interest in spelling lessons. The important point is that lessons be taught as rapidly as possible, having regard for individual differences in pupils' rates of learning.

Handwritten: Answer
The five phases in each unit are as follows:

1. *Introducing new words.* This is done in a variety of ways to arouse interest in learning to spell and to direct the pupils' attention to the words.
2. *Teaching the words.* Several activities or exercises are provided in each unit to help the teacher teach the words, as well as additional hints for each unit in the Teachers' Edition. Most of the activities and exercises are designed to provide practice in the various steps suggested at the front of each book for learning to spell a word.
3. *Testing and checking.* A vital phase in each unit, although by no means an end in itself, is testing and checking. Pupils should write from dictation each word in turn. It is suggested that the teacher use each word in a sentence, then repeat the word for writing by the class. Immediate checking for errors is important. It is usually helpful for the pupil, under supervision, to correct his own work, noting errors and rewriting any misspelled word correctly in his notebook.
4. *Re-teaching and practice.* The fourth phase involves re-teaching words which have given difficulty in the test, together with practice in the use of all words. Re-teaching to many teachers is a duplication of the first lesson, whereas it should be a new approach aimed particularly at the words which seemed most difficult for the class. Since we wish pupils to develop ability to spell correctly in all their writing, it is particularly useful at this stage to have pupils write words in contexts of their own making. Activities of this sort are suggested in the various units. Such work must always be checked for correct spelling.
5. *Re-testing and re-checking.* This second "test" should also be regarded as a teaching device, not simply a grading instrument.⁵ It too should be followed by re-teaching and directed further study for any pupils who have not yet mastered the word list for the unit.

Continuous Review

Handwritten: - so to go principle, corrected practices + drill and =
Continuous review is vital. Of course the best type of review is that where the pupil actually uses the words he has learned in his own writing, quite aside from formal spelling periods. This is one reason for the selection of words for spelling which pupils wish to use, rather than a large number of "show words" or words "... which they might need to use sometime". This also suggests the importance of checking spelling in written work beyond the formal spelling period. There are some indications, nevertheless, that the notion of "every period a spelling

⁵Thomas D. Horn reports that the corrected test appears to be the most important single factor contributing to achievement in spelling. For a report on studies of the corrected test as a stimulus to learning see Horn, T.D., "Do They Learn from Tests?" in Hunnicutt, C. W. and Iverson, W. J., *Research in the Three R's*. New York: Harper and Brothers, 1958; pp. 304-5.

period" can be carried too far. Some studies have suggested that overly-rigorous checking of spelling errors in creative writing, for example, may tend to discourage some pupils from writing at all. The question here is, what constitutes overly-rigorous checking? While the answer will undoubtedly vary with the particular pupil and the particular situation, certainly at the very least checking must be done for correct spelling of words previously studied formally in spelling. More might well be expected of the more capable pupils.

The seven review lessons in each book of this series are precisely that: review *lessons*, not merely words listed for periodic test purposes. Each review unit concentrates on up to 25 words. These are taken mainly from the five preceding lessons, but they also include a sprinkling of words from earlier units and even earlier books. Each review unit provides an opportunity to *re-teach*, study and test difficult words. The re-teaching of words which all pupils in a class have already thoroughly mastered, however, would be not much more than a time-wasting form of busy-work. Teachers would do well to keep note, therefore, of the particular words which cause particular difficulty for their class. These are the words which should be taught-studied-tested again and again until they are thoroughly mastered.

Personal and Class Word Lists

To help pupils with their own reviewing, each should be required to keep an individual list of those words which are stubbornly difficult for him. It is suggested that the teacher establish an automatic procedure whereby each pupil lists such words in a special section of his notebook, for study and re-study in accordance with the six steps of "How To Study a Word".

It is also strongly recommended that teachers provide for the development of both personal and class lists of words beyond those in the spellers, which the individual pupil on the one hand and the class on the other have need to use. A small section of chalkboard is sometimes allocated for the development of such a class list. As words arise which the entire class needs to use in some writing or other they are listed on that section of the board. Every few days the words accumulated in this fashion can be copied into an appropriate section of each pupil's notebook. They can then be taught, studied and tested largely as regular words. Each individual can do the same in the way of building a personal list of words which he as an individual wishes to use in his own writing.

The development and use of such lists have considerable demonstrated usefulness. The teacher must take care, however, that the class list includes only words of relatively enduring value. If such words as "mucilaginous" or "schismatic" should arise in passing in a fifth or sixth grade class, it would be ridiculous to include them in the class list for common study and mastery. Pupils' personal lists, too, will need periodic checking by the teacher for correctness and appropriateness.

Providing for Individual Differences

Individual pupils vary widely in ability to learn to spell, just as they do in other abilities. In general one-fourth of the pupils in a typical class in elementary school will spell as well as the average child in the grade above, another one-fourth only as well as the average for the grade below. Spreads in achievement of from five to eight grades in a single graded classroom are to be expected. Pupils also differ markedly in motivation, intelligence, reading ability, handwriting, work habits, and a number of other factors known to be related to achievement in spelling. Clearly, then, if spelling instruction is to be effective, it must take differing needs of differing pupils into account. In spelling this seems to be all too seldom the case.

The competent and resourceful teacher will find that the Macmillan Spelling Series lends itself to use by pupils of varying levels of ability.

1. To the fullest extent possible the Pupil Edition has been made "self-directive", in that the individual pupil should be able to use his book profitably, if necessary, with a minimum of help from the teacher. It is to be hoped, nevertheless, that this will not often be necessary.
2. Emphasis throughout on word-analysis and word-building, as well as on dictionary work of other kinds, is useful for all spellers and leads easily to enrichment for good spellers.
3. For good spellers extra words are included in most units, together with suggested exercises and activities. Space limitations dictate that the latter be included only in the interleaved pages of the Teachers' Edition rather than in the Pupil Edition (except in the review units), but they are so designed that they may be used readily.
4. Special work is also suggested for poor spellers in the interleaved pages of the Teachers' Edition. Suggestions are made periodically as to diagnosis and remedial work for specific spelling difficulties. Repeated emphasis is placed upon the 333 most commonly misspelled words.
5. For very poor spellers a cumulative list of most commonly used words has been developed. (See A Basic Spelling Literacy Vocabulary, pp. 114 - 17.) By the end of the series this totals only 445 words; yet these words, studies show, account for up to 70% of children's writing vocabulary. Virtual mastery of this list should be possible for even extremely poor spellers, and should allow practically all pupils to arrive at a first level of spelling literacy.

Some teachers may wish on occasion to test pupils on the "new" words of a unit at the very beginning of that unit, the argument being that such pre-testing is the only way the individual child can find out for sure which words he needs to study. If such a procedure is employed, the teacher must guard carefully against the twin dangers of correct spelling on the first test being the result of guess-work rather than knowledge, and of the temptation for students to study "the next list" in advance just enough to pass the first test.

The most effective plan for meeting individual differences would appear to be some combination of grouping for spelling on the one hand and personal help or challenge to individual pupils on the other. Such an approach in reading and arithmetic is a very common practice in the elementary grades. It has also demonstrated its usefulness in spelling.

Survey Tests

A survey test is included in each Teachers' Edition except Book 2, for possible use as the work of each book is begun. These tests are designed to help in the preliminary grouping of pupils for spelling instruction. Such a test is not included in Book 2, where the first unit is a spelling readiness unit.⁶

The purpose of these survey tests is not primarily to measure achievement; rather are they evaluative devices for diagnostic purposes, to indicate something of the type and amount of work the individual pupil needs to do. When pupils are having trouble with spelling, it is highly important that diagnostic and remedial work be undertaken as soon as possible to avoid the development of negative attitudes toward spelling which only compound difficulties. Other than low intelligence and severe physical handicaps, factors found to be most frequently associated with spelling difficulties include: low reading ability, lack of motivation, defective or careless speech, and slow or unintelligible handwriting. A very common cause of poor spelling has been isolated as poor study procedures. A useful first step in helping a pupil in difficulty, therefore, often is to have him explain how he goes about learning to spell a word.

For further analysis of spelling errors and specific suggestions for remedying them, see Gertrude Hildreth's book *Teaching Spelling* (New York: Henry Holt and Company, 1955), or George C. Kyte's article "Errors in Commonly Misspelled Words in the Intermediate Grades", in the *Phi Delta Kappan* for May, 1958, pp. 367-72.

⁶Spelling and reading abilities are very closely related. Few good readers are poor spellers, and only rarely is a poor reader a good speller. As reading abilities (and readiness) are developed, spelling (or spelling readiness) is improved. It is important to note, however, that a pupil's reading vocabulary will be far greater than his spelling vocabulary: none of us actually has need to use, in writing, all the words which we recognize and understand in reading. Accordingly it is scarcely profitable to combine reading and spelling to the extent that the pupil is required to take much time to master the spelling of many new words as he meets them in reading. He may never need to spell most of those words, either in his present or future writing; moreover such interruption of reading to learn to spell may hinder the development of good reading habits and skills.

For Teachers in Ungraded Schools

It is hoped that the combined features of Pupil Edition and Teachers' Edition will be of special help to the time-pressed teacher in the multi-grade classroom. The necessity can scarcely be over-emphasized, however, for close *teacher* checking of pupil work from time to time, quite apart from pupil checking of their own work or that of other pupils. It is therefore suggested that the teacher in an ungraded school so stagger the work of his pupils in spelling that he can dictate and correct appropriate spelling for each grade at least twice each week.

FOR FURTHER STUDY

The following selected references will be of interest to persons wishing to do some reading and study of spelling and the teaching of spelling. Each of the five is readily available. Each is itself a source of many further references.

Dolch, E. W., *Better Spelling*. Champaign, Illinois: The Garrard Press, 1942. Pp. 270.

Flower, G. E., "Research in Spelling — A Summary"; *Canadian Research Digest* 3 (Summer, 1959); pp. 97-111. Toronto: The Canadian Education Association.

Hildreth, Gertrude, *Teaching Spelling*. New York: Henry Holt and Company, 1955. Pp. vi and 346.

Horn, Ernest, *Teaching Spelling*. Washington: The National Education Association. What Research Says to the Teacher Series, No. 3, 1954. Pp. 32.

Schonell, F. J., *Essentials in Teaching and Testing Spelling*. Toronto: The Macmillan Company of Canada Ltd., 1955. Pp. 96.

Note: The main body of this book, beginning overleaf, consists of actual pages as they appear in the Pupil Edition of Book 3, with interleaved sheets (marked by a colour bar) inserted as an aid to the teacher.

INTRODUCTION TO TEACHERS' GUIDE, BOOK 3

The Attitude of the Teacher

In all learning, the attitude of the teacher has a direct influence upon the accomplishment of the pupil. The teacher's enthusiasm for his task, his preparation and presentation of the lessons, and his attention to details are all noted by his pupils. This is particularly true in the subject field of spelling. The teacher who is careful with his own spelling on chalkboard and bulletin-boards, and when writing in pupils' notebooks, assignments, and duplicated work, will influence his pupils to endeavour to attain a high degree of correctness in all written work.

The teacher who seizes every convenient opportunity throughout the day for the incidental teaching of spelling will develop in his pupils a consciousness that spelling is a language skill and not just a subject in which a lesson is taught each day.

Thus the teacher's positive attitude towards good spelling will have a direct effect upon the spelling attitude of his pupils.

The Attitude of the Pupil

The importance, then, of establishing the correct pupil attitude towards spelling, both as a school subject and as a language skill, cannot be over-emphasized as the pupils begin the use of this book. Spelling is easy for most pupils if a definite, developmental program is provided. This, it is hoped, Book 3 will provide by having the pupils progress through a series of exercises that will develop in them: (1) an awareness of the importance of being able to spell well, (2) an awareness of the place that phonics plays in spelling, (3) an ever-expanding spelling vocabulary that they can use correctly and with confidence, and (4) a growing acquaintance with some of the spelling generalizations that will provide a firm foundation in spelling as they progress through the grades.

While the pupils are achieving these aims, it is hoped that they will receive enjoyment and derive much satisfaction from the various spelling exercises that they will do.

As the use of this spelling text is begun, a Spelling Record System is recommended and might include:

1. An index record of each child's attainment on each unit in this text.
2. Individual pupil records of term and final tests.
3. Lists of words from these units that are missed by over half of your class.
4. Lists of extra words from other subjects which the pupils use.

SURVEY TESTS TO PRECEDE UNIT I

Since pupils vary widely in their spelling ability, it is desirable to ascertain as early as possible which pupils are weak spellers, which are average, and which are good spellers. The grouping of pupils for instruction in spelling is thus recommended as this book is begun. The following survey tests are intended to aid you in the preliminary grouping of your pupils for spelling instruction. Included in this first set of survey tests are some of the most commonly misspelled words from Book 2 and a random choice of words from the first seventeen units of Book 3. You may wish to use all four tests of this first set and to give them on four successive days. The results of these tests should then assist you in the preliminary grouping of your pupils as weak, average and good spellers.

- grouping only at beginning + not throughout

Test I

Dictate the word first, then the sentence, and then the word again. Pupils are expected to write only the word.

- | | |
|---------------|---|
| 1. cold | - The weather is <i>cold</i> today. |
| 2. walk | - Come for a <i>walk</i> with me. |
| 3. end | - Read to the <i>end</i> of the story. |
| 4. feet | - How many <i>feet</i> are there in a yard? |
| 5. ride | - Do you like to <i>ride</i> in a train? |
| 6. jet | - We travelled on a <i>jet</i> this summer. |
| 7. park | - We had a picnic in the <i>park</i> . |
| 8. food | - How much <i>food</i> does the dog eat every day? |
| 9. hold | - Does the pot <i>hold</i> a cup of water? |
| 10. fair | - It is not <i>fair</i> to answer before you are asked. |
| 11. learn | - It is not hard to <i>learn</i> to spell correctly. |
| 12. bought | - My mother <i>bought</i> a quart of milk. |
| 13. those | - <i>Those</i> shoes are mine; these are my friend's. |
| 14. fire | - The <i>fire</i> burned brightly. |
| 15. warm | - The room became too <i>warm</i> . |
| 16. country | - We went for a drive through the hill <i>country</i> . |
| 17. please | - Answer the question now, <i>please</i> . |
| 18. woods | - The <i>woods</i> are beautiful in the fall. |
| 19. orange | - I had an <i>orange</i> for breakfast this morning. |
| 20. soap | - Wash your face with <i>soap</i> and water. |
| 21. always | - <i>Always</i> go to bed on time. |
| 22. beautiful | - My sister has a <i>beautiful</i> doll. |
| 23. coming | - When is your friend <i>coming</i> to visit you? |
| 24. airplane | - I could barely see the <i>airplane</i> in the sky. |
| 25. birthday | - I had a party on my <i>birthday</i> . |

Test II

- | | |
|---------|--|
| 1. sit | - Remember to <i>sit</i> with your feet firmly on the floor. |
| 2. full | - The basket was <i>full</i> of eggs. |
| 3. sand | - I like to play on the <i>sand</i> near the lake. |

- | | |
|--------------|--|
| 4. green | - In summer most leaves are <i>green</i> . |
| 5. for | - The birthday cake was baked <i>for</i> me. |
| 6. here | - How many children are <i>here</i> now? |
| 7. today | - What day comes after <i>today</i> ? |
| 8. week | - How many days are there in a <i>week</i> ? |
| 9. corn | - I like to eat my <i>corn</i> and peas. |
| 10. foot | - My <i>foot</i> has five toes. |
| 11. animals | - How many farm <i>animals</i> do you know? |
| 12. where | - Tell me <i>where</i> you live. |
| 13. baseball | - Do you like to play <i>baseball</i> ? |
| 14. boat | - My father does not have a <i>boat</i> with a sail. |
| 15. knew | - My brother <i>knew</i> where the ball was hidden. |
| 16. leaves | - I helped to rake up the <i>leaves</i> . |
| 17. floor | - The <i>floor</i> was clean and shining. |
| 18. tomorrow | - Yes, <i>tomorrow</i> is my birthday. |
| 19. mouth | - The dog had a bone in his <i>mouth</i> . |
| 20. open | - The door was <i>open</i> . |
| 21. ground | - The leaves fell to the <i>ground</i> . |
| 22. right | - I have a paper in my <i>right</i> hand. |
| 23. lunch | - What did you eat for <i>lunch</i> ? |
| 24. dear | - My friends are very <i>dear</i> to me. |
| 25. about | - Can you tell me what the story is <i>about</i> ? |

Test III

- | | |
|-------------|---|
| 1. small | - The <i>small</i> boy looked up at his big brother. |
| 2. keep | - Remember to <i>keep</i> your hands clean. |
| 3. dark | - The night was very <i>dark</i> . |
| 4. bag | - The boy kept his marbles in a <i>bag</i> . |
| 5. lake | - Did you swim in a <i>lake</i> this summer? |
| 6. pen | - Little children do not write with a <i>pen</i> . |
| 7. high | - How <i>high</i> is the chair? |
| 8. children | - The <i>children</i> left school at four o'clock. |
| 9. stay | - They did not <i>stay</i> any later. |
| 10. poor | - The <i>poor</i> dog was very hungry. |
| 11. behind | - The chair is <i>behind</i> the table. |
| 12. light | - The little girl wore a <i>light</i> dress. |
| 13. these | - Do you always use <i>these</i> pencils? |
| 14. rain | - I like the summer <i>rain</i> . |
| 15. because | - I like it <i>because</i> it helps the flowers grow. |
| 16. buy | - How many candles can you <i>buy</i> for five cents? |
| 17. round | - The ball is <i>round</i> . |
| 18. asked | - The teacher <i>asked</i> me a question. |
| 19. soon | - I shall answer it <i>soon</i> . |
| 20. close | - She asked me to <i>close</i> the door. |
| 21. afraid | - We are not <i>afraid</i> of the dark. |
| 22. while | - I stayed with her <i>while</i> she was sick. |
| 23. been | - How long has she <i>been</i> sick? |
| 24. fur | - The fox has <i>fur</i> that is long and soft. |
| 25. weather | - I hope the <i>weather</i> will be fine tomorrow. |

Test IV

- | | |
|--------------|--|
| 1. land | - He was the biggest giant on <i>land</i> or sea. |
| 2. jump | - He could <i>jump</i> a whole mile at once. |
| 3. send | - Mother promised to <i>send</i> me to the store. |
| 4. your | - Where is <i>your</i> hat? |
| 5. thank | - Remember to say <i>thank</i> you. |
| 6. hot | - The days are <i>hot</i> , the nights cool. |
| 7. talk | - I like to <i>talk</i> to my friends. |
| 8. feed | - Always <i>feed</i> the bird at the same time. |
| 9. school | - I leave for <i>school</i> early in the morning. |
| 10. sidewalk | - There is a <i>sidewalk</i> near the school door. |
| 11. coat | - It is cool enough to wear a <i>coat</i> . |
| 12. near | - Did you sit <i>near</i> your friends? |
| 13. family | - All our <i>family</i> went to the picnic. |
| 14. why | - Tell me <i>why</i> you wrote your name here. |
| 15. cannot | - I <i>cannot</i> tell you why. |
| 16. hope | - I <i>hope</i> you will enjoy the party. |
| 17. wet | - The umbrella will keep you from getting <i>wet</i> . |
| 18. wait | - Let's <i>wait</i> at the corner for Billy. |
| 19. across | - He will walk <i>across</i> the street with us. |
| 20. barn | - All the cows were in the <i>barn</i> . |
| 21. summer | - We all like the weather in the <i>summer</i> . |
| 22. fruit | - Oranges and apples are <i>fruit</i> . |
| 23. care | - Take good <i>care</i> of your pets. |
| 24. again | - When are you coming to visit us <i>again</i> ? |
| 25. picture | - We painted a <i>picture</i> of a farm. |



TO THE TEACHER

The aim of instruction in spelling is to bring each pupil to the point where he spells correctly each word he writes. The seven books of the Macmillan Spelling Series, based on extensive research, are therefore designed to:

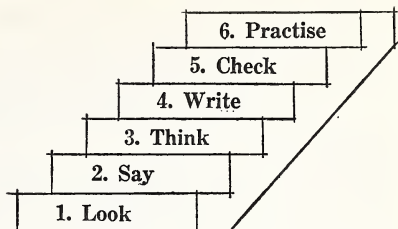
- Teach pupils automatic mastery of the words which they need to use in writing.
- Develop ability to spell correctly in all written work in and out of school, not just words in lists in spelling periods.
- Help pupils to acquire an efficient method of studying and mastering words.
- Develop self-dependence in spelling, in terms of ability to locate correct spellings and to check the accuracy of spelling.
- Develop pride and interest in spelling correctly.

This book consists of forty units, including seven review units. Three hundred and ten words are listed, of the total basic list for the entire series of 2240. The words selected are those most frequently written by children: the basic list provides for about ninety-five per cent of the average pupil's needs. The words are grouped in such fashion as to aid learning and to allow for the development of spelling power well beyond the basic list through word analysis and word building. Since pupils vary widely in spelling aptitude and achievement, extra words for good spellers have been added from time to time, as well as special activities for poor and for good spellers in each review unit. Where extra words are listed in a unit, they appear in a separate colour block. Repeated attention is given to approximately 300 words which account for the great majority of all spelling errors.

A Teachers' Edition of each book in this series is available. This consists of the Pupil Edition, with interleaved pages of suggestions to teachers. Included, unit by unit, are such aids as guides for teaching and re-teaching difficult words, background material on the teaching of spelling, additional exercises for good spellers and for poor spellers, and further suggestions for relating spelling to other parts of the language arts program.

No textbook can be an adequate substitute for a capable and imaginative teacher. The Teachers' Edition is meant to assist you in your vital work of teaching spelling as an essential communications skill.

HOW TO STUDY A WORD



Follow these six steps in learning to spell a word.

1. **Look** at the word.
 - Look at it from left to right.
 - Look at the letters from left to right.
2. **Say** the word.
 - Say the word carefully.
 - Say the letters to yourself.
3. **Think** about the word.
 - Does it look like or sound like any other word you know?
 - Close your eyes. Try to remember what the word looks like.
4. **Write** the word.
5. **Check** how you spelled it.
 - Did you get it right?
 - If not, look for the part of the word that was hard for you. Write the word correctly.
6. **Practise** spelling the word.
 - Start again at step 1, until you are sure that you can spell the word correctly.
 - Write a sentence using the word. Check the spelling in the sentence.

1. Spelling is easy and spelling is fun. Each word in this list has just three letters. Think of these three letters when you say each word.

Study each word this way:

bad

hot

has

jet

pen

wet

hit

sit

bag

log

cut

1. LOOK at the word.

2. SAY the word.

3. THINK how you would spell it.

4. WRITE the word.

5. CHECK how you spelled it.

6. PRACTISE spelling the word.

How many words are in the list? How many did you spell right? If you had one wrong, study it again. Use the six study steps beginning at number 1.

2. **Hat** and **bat** are words that rhyme. Write **jet**, **ten**, **sit**, and beside each write another word from the word list that rhymes with it.

- Write the words from the list that name the things in these pictures:



1



2



3

SUGGESTIONS FOR TEACHERS, UNIT 1

About the Unit

According to the dictionary, spelling is the formation of words with the proper letters. To form words with the proper letters, pupils must know the contribution that individual letters and combinations of letters make to the spelling of words. The words of this first unit are monosyllabic. They have been chosen to give pupils a feeling of confidence and enthusiasm as they begin the spelling work of Book 3. At the same time, the words have been selected to correlate rather closely with the review phonics lessons that you may be teaching in your reading program. The importance to spelling power of an adequate knowledge of phonics is apparent.

In introducing the words it may be helpful for some pupils, at this stage, to have them spell the words aloud.

Teaching the Words

At the beginning of spelling, much guidance must be given to pupils as they do the various exercises. In particular, attention should be given to the following: (a) the six steps in studying a word; (b) the vowels of the alphabet; (c) the substitution of vowels to make other words; (d) the meaning of the term **rhyme**.

Doing the Exercises

Ex. 1: On the chalkboard, in a section that can be devoted exclusively to spelling, list under the heading, "How To Study A Word", the six words: Look, Say, Think, Write, Check, Practise. A Bristol-board chart of these study steps would also be suitable.

Ex. 2: wet, pen, hit; pen, jet, bag; hit, cut, sit

Ex. 3: log, hot; has, bag, bad

Ex. 4: bed; hat

Ex. 5: Be sure that pupils maintain their individual spelling lists for all the units in this book. Check these lists periodically, and use them to determine which words require re-teaching, and which words should be included in review lessons.

Testing and Re-teaching

Frequent testing and checking are fundamental to good spelling. The first dictation in each unit should be for diagnostic purposes and should be used to find the troublesome words. You should be prepared to dictate and re-teach several times until almost total mastery of the spelling words is achieved. However, if one or two words still cause difficulty at the end of the unit, it would be best to include these words in the dictation of the next one or two units. In dictating, say the

word, use each word in a sentence, and then repeat the word in isolation, emphasizing the importance of listening carefully to the sentence and the word, and then of writing the word neatly. Pronounce the words clearly, but do not over-emphasize any part of the word. Many teachers find it advisable to have pupils use a coloured pencil for all checking. Have pupils write correctly any words that they misspelled.

Re-teaching is not merely teaching the same words over again in the same way. Try to use an approach different from your initial presentation of the words. Re-teach only the words that were misspelled. Pupils who had all the words in the dictation correct may be excused from the re-teaching lesson. You may wish to assign them all or part of the exercises "For Good Spellers". These exercises are for your convenience and should be used at your discretion. You may prefer to allow the pupils a free period, or to assign them related language work. In re-teaching words to the pupils who made errors, draw attention to the parts of words where errors were made, and review any spelling point which may be involved.

If any of your pupils still have trouble because of reversing *b* and *d*, or confusing *q* and *g*, make sure these handwriting (printing) difficulties are cleared away. For pupils who cannot discriminate between *e* and *i*, or between *e* and *a*, supply practice in hearing these sounds and in associating the sound with the appropriate letter. Let children hear and see the differences in words like *bad*, *bed*, *bid*; *bag*, *beg*, *big*; *lad*, *led*, *lid*, etc.

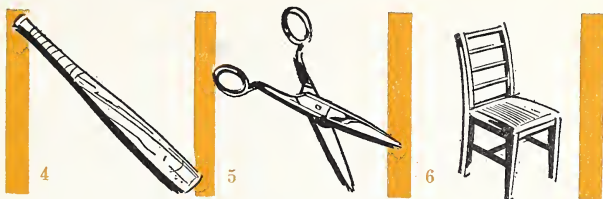
Have pupils list all the words which end in *t*, in *g*. Supply practice in writing the letter combination *we*, which is awkward in cursive writing. The letter *j* also does not occur too frequently and often pupils at the beginning of the third grade are not too familiar with its written form.

Write the correct forms of the words on the chalkboard. Use material "For Poor Spellers" as seat work.

Pupils may mark their own work, but you must check very closely. Words in which there were any errors should be written correctly by the pupil in a spelling notebook, or in some other permanent reference book, under the heading, "My Own Spelling List". This list will be cumulative and the unit number of each word should be indicated in the margin. A class list of common errors may be started on the chalkboard. Encourage pupils to keep individual charts of their own spelling progress.

**MOST COMMONLY MISPELLED WORD REPEATED
FROM BOOK 2: has**

- Write the word in the list that tells what you can do with each of these:



3. The letters **a**, **e**, **i**, **o**, and **u** are called vowels.

- Write the words in the list which use the vowel **o**.
- Write the words in the list which use the vowel **a**.

Draw a line under the vowel in each word that you have written.

4. • Write **bad**. Make a new word by writing **e** in place of **a**.
- Write **hit**. Make a new word by writing **a** in place of **i**.

Say each word carefully to yourself.

5. Begin now to keep a list of any words that you have trouble spelling. Write those words correctly. Call your list My Own Spelling List.

Always write neatly.
REMEMBER — A good speller is usually
a good writer.

WORD FAMILIES

John and Jim Smith are brothers. They belong to the same family, the Smith family. They have the same last name.

Words, too, belong to families. By knowing these families you can learn to write many new words. Today you are going to meet the **and** family, the **all** family, and the **old** family.

fall	cold	family	hold	hall
land	small	today	hand	stand
told	sand	called		meet

- Across the top of your page write the names of these three families. Notice that the name of each family is really a small word.
 - Under each family name write the words in the list that belong to this family. Draw a line under the family name in each word. How many words are in each family?
 - Write the words that do not belong to these families.
- The letters **a**, **e**, **i**, **o**, and **u** are vowels. Other letters are called consonants. You can make other words in the **and**, **all**, and **old** families by using some of these consonants.

SUGGESTIONS FOR TEACHERS, UNIT 2

Introducing the Words

Nine of the eleven words in the unit belong to three phonic families – *and*, *all*, and *old*. Have the children examine the words of the unit and point out to them the similarity of spelling within the family groups. Let pupils find *all* in *fall*, *small*, *called*. They should be able to make the generalization that *a* has a special sound when followed by *ll*. Similarly the long *o* of words in which *o* is followed by *ld* might be noted. Pupils might add to the list additional words like *sold*, *fold*, *bold*. Better spellers and bright children might be shown the parallel structure in words like *wind*, *kind*, *find*, where *i* is sometimes long when followed by *nd*. On the other hand, the combination *nd* has no effect on *a*; *a* is short in *land*, *sand*, *hand*.

Family is easy to read but difficult to spell. There is a tendency to omit *i*. In your teaching make sure that pupils see and write *i*; underline or box it, and have pupils do the same on their written copies of the word.

Even very young children can appreciate that *today* is made up of two words – *to* and *day*. Words which rhyme with *day*, and which are familiar from the children's reading, are *say*, *play*, *may*.

The ability to recognize these "family names" within more complex words is an aid to good spelling. Have pupils study the words, using the method outlined on page 5. Extra words in the separate box should be taught only to good spellers.

Doing the Exercises

Ex. 1: and – sand, land, hand; all – fall, called, small; old – cold, told, hold; family, today

Ex. 2: Have pupils use each new word in a sentence.

Ex. 3: may be done now, or used later for re-teaching.

Testing and Re-teaching

Group the words in the various families, and dictate the words in sentences. Caution pupils to write only the word that you isolate after each sentence. Re-teach the difficult words by drawing attention to the parts of the words where errors have been made.

Re-test the whole class on all the words in the unit. Dictate the words in sentences, in random order, so that the word families will not be emphasized. If individual help is still required by pupils who have errors, list the vowels on the chalkboard and have these pupils point out the vowels in the words which they misspelled.

FOR POOR SPELLERS

1. ● Write the words that rhyme with *tall*. (fall, small)
● Write the words that rhyme with *bold*. (told, cold)

2. ● Write all the words with one vowel. (fall, land, told, cold, small, sand, hand, hold)
- Now write the words that have more than one vowel. (family, today, called)
3. Write the word that
 - begins with *s* and has 5 letters. (small)
 - ends in *day*. (today)
 - ends in *ed*. (called)
 - begins with *f* and has 6 letters. (family)
4. ● Write *today* after the number of those things that happened today: (1) I had my breakfast. (2) I went to bed. (3) I came to school. (4) I studied my spelling. (1, 3, perhaps 4)
- Write *family* after the names of members of a family: brother, sister, mother, doctor.
5. Answer with a word from the list:
 - When do leaves change colour? (fall)
 - What is the weather like in winter? (cold)
 - What has five fingers? (hand)

FOR GOOD SPELLERS

1. Which of the extra words
 - means a corridor? (hall)
 - has one vowel and four consonants? (stand)
 - has the same sound as *meat*? (meet)
2. Write the word that
 - rhymes with *stand* and means a mark burned on the skin of a calf. (brand)
 - rhymes with *meet* and means a vegetable. (beet)
 - means the section of a stable where a horse is kept. (stall)
3. ● Make the sentence more interesting by using at least two different words for *called*: The boy called to his friend. (shouted, screamed, beckoned, whistled, etc.)
- A train travels on land. Write the names of two other things that travel on land; two that travel on water; one that travels under the water; one that travels through the air. (car, automobile, bus, etc.; boat, canoe, ship, etc.; submarine; airplane, balloon, kite, rocket, etc.)
4. Write words which could be used instead of *cold*, *hold*, *small*. (chilly, cool, freezing, etc.; grasp; little, wee, tiny, etc.)
5. Write the words for
 - the day before today. (yesterday)
 - the day after today. (tomorrow)
 - October 31. (Hallowe'en)

MOST COMMONLY MISSPELLED WORD REPEATED FROM BOOK 2: today

Write:

- **b** in front of **all**
- **t** in front of **all**
- **b** in front of **and**
- **f** in front of **old**
- **h** in front of **all**
- **w** in front of **all**
- **b** in front of **old**
- **s** in front of **old**

Say these new words to yourself.

3. Some riddles

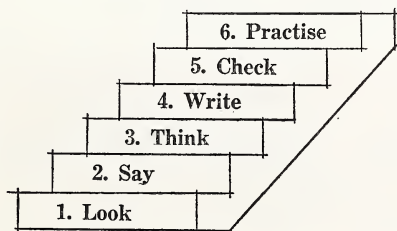
The answers to these riddles are words in the word list. Write them.

- I mean not warm.
- You find me at the beach.
- You use me to hold a pencil when you write.
- Your teacher has often done this to a story.
- This sometimes happens when you trip.

4. • What is your family name?
• Is your family a small one or a big one?

5. Remember the six steps in learning to spell a word.

Study each word of this unit the same way.



A FALL FAIR



Every September a fall fair is held in the small city where Jane and Bill live. One Saturday their father took the children to the fair in the family car.

Many people were there. Some were showing the fruit and other food that they had grown on their farms. Others were showing their farm animals. Each winner had a bright ribbon.

Jane and Bill bought ice cream. Later the children rode the merry-go-round, Jane on a pony and Bill on a horse. Up and down they went as the merry-go-round went round and round.

city	fair	bought	people	pony
farm	while	animals	ice cream	horse
fruit	round	where		winner

SUGGESTIONS FOR TEACHERS, UNIT 3

Introducing the Unit

The story may be developed as a guided silent reading lesson, or it may be read orally to the class by one of the better readers. Use questions similar to those in Ex. 1 to guide the reading.

Teaching the Words

The difficult parts in the spelling words should be underlined on the chalkboard with coloured chalk, e.g., city, while, ice cream, etc. At this point you might establish the generalization of soft *c* before *e* and *i*, using *city* and *ice* as examples. *Bought* and *round* are both difficult words and you should give them much attention. Although both words have the same vowel combination of *ou*, they are pronounced differently. Point out that three of the six letters in *bought* are silent. Mark the letters in some way to draw attention to them. From the words *fruit*, *cream*, *people*, pupils should recall that in many words with double vowels, the first vowel provides the clue to pronunciation, and the second vowel antecedent is silent. *Fair* and *farm* both begin with *f*, and both words contain familiar small words – *air* and *arm*. *Fair* may be taught as an example of long *a* followed by a silent vowel. From *farm*, have the children form *farmer*, *farming*, and *farmed*. *Where* and *while* should be presented together. Have pupils “blow out” to feel and hear the sound of *wh*. Pupils should note that *where* and *fair* rhyme, but that the rhyming parts differ greatly in spelling. Have pupils study the words by following the usual six steps.

Dictating and Re-teaching

Dictate the words of the unit in context. Note the words which have been misspelled by more than one pupil, and re-teach these. Since the words are difficult they may need more than one re-teaching, and may have to be re-taught in succeeding units. However, eliminate quickly those words which are spelled correctly by all pupils, and concentrate on those which present recurring difficulty.

FOR POOR SPELLERS

1. Write the words from the list in which you see and hear each of these small words: *ought*, *arm*, *an*, *air*, *it*. Draw a line under each small word. (*bought*, *farm*, *animals*, *fair*, *city*)
2. Which word from the list
 - asks a *question*? (*where*)
 - means *many persons*? (*people*)
 - means *the shape of a ball*? (*round*)
 - means *something cold to eat*? (*ice cream*)
 - means *something else to eat*? (*fruit*)
 - means *at the same time*? (*while*)

3. ● Use *animals* to tell what kind of skin covering animals have. (Animals have fur.)
 - Use *ice cream* in a sentence that tells how ice cream tastes.
 - Use *bought* in a question about a birthday present.
4. ● I slept while . . .

Finish this sentence in three different ways that tell what was going on when you were sleeping; like this, I slept while – the radio played.

 - Finish the sentence in three different ways to tell where you slept; like this, I slept where my brother used to sleep.

FOR GOOD SPELLERS

1. Tell a story of a sentence or two using all of the three extra words. Check your spelling.
2. ● In a sentence or two describe the difference between a pony and a baby horse.
 - Write *winner* after the numbers of the ones who are winners:
 - (1) the boy who is the best swimmer in a race
 - (2) the girl who finishes her arithmetic first and receives a prize
 - (3) the last person up in a spelling match
 - (4) the dog who lost a fight (1, 2, 3)
3. A city is a place where many people live together. Name two other places in which people live together. (town, village, apartment house. Accept any reasonable answer.)
4. Make lists of the following:
 - (1) other animals seen at the fair
 - (2) other foods grown on the farm
 - (3) other things to be seen at the fair
5. Pick one thing that you like most about a circus or fair. Tell what it is and why you like it. Proof-read what you have written.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: bought, while, where

MOST COMMONLY MISSPELLED WORD REPEATED FROM BOOK 2: people

1. Write answers to these questions. Be sure to spell each word in your answers correctly.
 - Where did Jane and Bill go?
 - What did they see?
 - How did the merry-go-round move?
2. ● Write **ice cream**. What sound has the **c** in **ice**? What sound has the **c** in **cream**? Write another word from the list that has the **s** sound of **c**. Write another word from our story that has the **k** sound of **c**.
 - Put your finger in front of your lips and say **while** and **where**. You should feel some air as you say these two words correctly. Write **while** and **where**.
3. ● Write **bought**. Some people have trouble spelling this word. Draw a line under the vowels in **bought**. Draw a box around the last three letters.
 - Now write **We ought to be careful in spelling bought**.
4. Write **fruit** and **people**. Underline the vowels in these words. Now write these words again.
5. Pretend you have just been to a fair. Write a story about what you saw there. What rides did you go on? What did you have to eat?

CHOOSE YOUR PARTNER



Quite often in games you choose a partner. Then you and your partner are a team. You don't forget who your partner is.

In words, too, letters sometimes choose partners. They don't forget their partners in the game of words.

Sometimes a consonant chooses a partner by joining hands with another consonant. Often this other consonant is **h**, because **h** is such a good partner. See how **c** and **h**, **t** and **h**, and **w** and **h** have joined hands in the picture.

each	those	another	which	awhile
thank	these	lunch	mouth	thankful
catch	why	children		chicken

- Write **each**. Say this word. Listen for the sound of **ch**.
 - Write **thank** and **why**. Say these words. Listen for the sound of **t** and **h** together; listen for the sound of **w** and **h** together. Draw a line under the partners in each word.

SUGGESTIONS FOR TEACHERS, UNIT 4

Teaching the Words

Use the analogy of partners in a game to establish the consonant partners taught in this unit. Point out that, as in a game, these letters act as partners; they are no longer individuals. Write *ch*, *th*, *wh* on the chalkboard and identify them as consonant partners. Have the pupils notice that the consonants lose their individuality in the partnership, i.e., the individual sounds of *c* and *h* are lost in *ch*. *Ch* and *th* are really new sound elements. Also point out that as in a game the same person is often chosen by several as a partner, the letter *h* has been chosen as a partner by *c*, *t*, *w*. However, do not carry the analogy of the game too far. The device for teaching should not become more important than the teaching itself.

Read the words to the pupils and have them select the consonant partners they hear in each word. Write the words on the chalkboard and have pupils come forward and draw a coloured line under the consonant partners. Have the pupils notice that one of the pairs, *th*, appears at the beginning, at the end, and in the middle of words in the list. Have them note too that *th* has two different sounds; or more important for spelling, that two different sounds are spelled *th*, as in *thank* and *those*.

Draw particular attention to *catch*, where *t* introduces an additional difficulty. You have just taught *ch* for the sound which ends *which*; you have to make sure that children do not let *t* intrude into *which*, or omit it from *catch*. Children may give you *match*, *patch*, *batch*, etc. Avoid *watch*.

Relate *ou* of *mouth* to *ou* of *round* in the previous unit. Recall *while* and *where* when teaching *why*.

Doing the Exercises

Ex. 1: under *ch* – each, catch, lunch, children, which; under *th* – thank, those, these, another, mouth; under *wh* – why, which. *Which* appears in both the *ch* and *wh* lists.

Ex. 2: beach, peach, reach, teach

Ex. 3: beach, peach; lunch, children, mouth, catch, another; why, which. Ex. 2 and 3 develop new words and strengthen the children's understanding of the words in the list.

Ex. 4: Pupils are asked to notice and remember the *t* in *catch*.

Testing and Re-teaching

After the initial presentation of the words and the completion of the exercises, dictate the words in context and in random order, not according to consonant partners.

Re-teach only those words which were misspelled to the pupils who made the errors. Words which proved especially difficult should be re-taught in succeeding units and introduced into other subject lessons

whenever possible. Neatness of writing and care in the formation of all letters should be emphasized.

FOR POOR SPELLERS

1. ● Write *child*. Now write *children*. Draw a line under the letters that you have added to *child* to make *children*. Notice how the sound of *i* changes from *child* to *children*.
● *Another* has the word *other* in it. Write *other* and put letters in front of it and make *another*. Draw a line under *other*.
2. ● Write *at* and *cat*. Now make each of these small words into *catch*.
● Write the two words that end in *e*. (those, these)
3. Write the word from the list that rhymes with; *bank*, *punch*, *south*, *reach*, *nose*, *try*. (thank, lunch, mouth, each, those, why)
4. Write
● the two words with *wh*. (why, which)
● the word that ends in *th*. (mouth)
● the word that starts with *ch*. (children)
● the two words that are the same except for the middle letter. (those, these)

FOR GOOD SPELLERS

1. Write the extra word that means: with thanks; something on a farm; for a short time. (thankful; chicken; awhile)
2. Write the word *lunch* and under it name some foods that make a good lunch.
3. Write *mouth* and beside it write as many names of other parts of the face as you know.
4. Write two or three other words which begin with *wh*, with *ch*, with *th*. (where, when, while, etc.; church, chance, etc.; think, through, etc.)
5. Name a game that a person plays
● alone.
● with one partner.
● on a team.

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME: which

MOST COMMONLY MISSPELLED WORD REPEATED FROM BOOK 2: children

- Write the consonant sounds, **ch**, **th**, and **wh**, at the top of your page. Under each write the words from the list that have that sound. Be careful. One of the words will be in two places. Say the words and draw a line under all of the consonant partners.
2. Make four new words from **each** by writing **b**, **p**, **r**, and **t** in front of **each**. Say these new words.
 3. • From the words that you have made in exercise 2, write a word that:
 - tells where you can play in the sand.
 - names a fruit.
 - From the words in the word list, write a word that means:
 - a small meal.
 - boys and girls.
 - what you open to speak.
 - what you can do with a ball.
 - a different one.
 - From the words in the word list, write two words that ask questions.
4. Write the word from the list that begins with **c** and has a **t** in it. Be careful not to forget this **t**.
 5. Write what you should say when your teacher gives you something.



SOME SILENT VOWELS

meat

rain

wait

coat

please

clean

afraid

mail

road

soap

boat

“That’s funny,” said Jim as he read this list. “When I say each word, I don’t hear the sounds of all of its letters. I can’t hear the **a** in **meat** and I can’t hear the **a** in **coat**. It must be that, in these words, when two vowels are together, we hear just the first vowel. The second vowel is silent.”

1. • Write the words in the list.
• In each word, draw a circle around the vowel you do not hear. Be careful not to forget the silent vowels when you spell these words.

Notice that the vowel you hear in these words says its own name. The vowel sound that says its own name is called **long**.

- Mark the long vowels by drawing a line over them, like this: **mēat**.

2. Write the words from the list that have:

- the long **a** sound.
- the long **e** sound.
- the long **o** sound.

Do not forget the silent letters!



SUGGESTIONS FOR TEACHERS, UNIT 5

Introducing the Words

Four main thoughts are developed or reviewed in this unit:

- (1) the meaning of the term **long vowel**.
- (2) the phonics rule: When two vowels appear together in a word, the first vowel is usually long and the second vowel is silent.
- (3) a method of marking long vowels – e.g., *ē*.
- (4) simple alphabetical order.

Have the pupils name the vowels. Write the vowels on the chalkboard. Draw a line over each vowel to show how the long (or name) sound of the vowel is marked. Write the spelling words on the chalkboard and have pupils come forward and mark the long vowels. Pupils will notice that the second vowel of the two that are together is silent. Draw a circle around each silent vowel. Develop the basic principle that if two vowels are together in a word, the first vowel is usually long, and the second is usually silent.

For pupils who are just learning cursive writing, the combination *fr* is hard to write. Make sure that the writing difficulty is overcome. Also note the final silent *e* in *please*.

Doing the Exercises

Ex. 2: afraid, rain, mail, wait; meat, please, clean; coat, soap, boat, road

Ex. 3: meat; eat

Ex. 4: road; soap; afraid; please

Ex. 5: may be done at this point, or used later in the re-teaching period.

Testing and Re-teaching

Dictate each word in a sentence. Instruct pupils to write only the word in the list.

In re-teaching, stress again the vowel combinations if they have proved sources of error. In the final test remind pupils to listen carefully as each word is dictated, first in a sentence, and then in isolation. Pupils should continue to record in their personal lists words which they found particularly difficult. A class list of "demons" should also be developing.

FOR POOR SPELLERS

1. From the list, write the words that have: *ai*, *ea*, *oa*. Draw a coloured line under these pairs of vowels. (*ai* – afraid, rain, mail, wait; *ea* – meat, please, clean; *oa* – coat, soap, boat, road)
2. Find and write the words that have these consonant blends: *pl*, *cl*, *fr*. Draw a coloured box around *pl*, *cl*, *fr*. (please, clean, afraid)

3. Write the word from the list that means
 - water falling from the sky. (rain)
 - what the postman brings. (mail)
 - frightened. (afraid)
4. Write the word from the list that
 - names a food. (meat).
 - shows you are being polite in asking for something. (please)
 - rhymes with *bean*. (clean)
5. Write the word from the list that names
 - something to ride in. (boat)
 - something to wear. (coat)
 - somewhere to ride but not walk. (road)
 - something to use with water. (soap)

FOR GOOD SPELLERS

1. In *meat* and *clean* the long *e* sound is spelled *ea*. Write four or five words that spell the long *e* sound *ee*. (meet, feet, feel, sleep, green, etc.)
2.
 - Write a health rule using the words *clean* and *soap*.
 - Write a safety rule using the words *wait* and *road*.
3.
 - Tell three or four ways in which mail is carried. (air, ship, train, truck, etc.)
 - Who delivers the mail? (mailman, postman)
 - What name is given to the price charged for carrying mail? (postage, stamps)
4.
 - Name two other ways besides *rain* in which water falls from the sky. (snow, hail)
 - Name two other things besides a *road* on which cars or trucks travel. (street, bridge, viaduct, highway, lane, etc.)
5. Write
 - the names of kinds of meat. (veal, beef, pork, ham, etc.)
 - the names of different kinds of boats. (yacht, freighter, canoe, etc.)
 - other words like *rain* that are "weather" words. (hail, snow, ice, etc.)
 - one word to name a coat worn in the rain. (raincoat, slicker)

MOST COMMONLY MISSPELLED WORD REPEATED FROM BOOK 2: please

3. • Write the word from the word list that is a kind of food.
- A small word in this larger word tells what you do with this food. Write this small word. The small word will help you to remember the large word.
4. Write the word from the word list that:
- is another name for a street or highway.
 - is used when you wash your hands.
 - means the same as frightened.
 - is used when you ask for something.

When you write words in alphabetical order, look at the first letter in each word. A word that starts with **a** comes before a word that starts with **b**, and so on.

5. Which of these three words would come first in alphabetical order? Which second? Which last?

boat

afraid

clean

- Write **soap**, **rain**, **please** in alphabetical order.
 - Write **meat**, **wait**, **road** in alphabetical order.
6. Make new words from **mail** by changing the first letter to each of **p**, **t**, and **n**. Be sure you know what each new word means.

LOOK AT THESE WORDS AGAIN



Study these words again to make very sure that you know them.

Study carefully the words in Your Own Spelling List, too. Some of them may be in this list as well.

Row 1

catch

while

round

today

bought

afraid

family

please

Row 2

each

which

meat

ice cream

clean

broad

fruit

animals

Row 3

soap

lunch

people

where

mouth

brain

fair

city

thank

1. From the list, write words that tell:

- what you see at a zoo.
- what grows on trees.
- a large place where many people live.
- three things you can eat for lunch.

SUGGESTIONS FOR TEACHERS, UNIT 6

In this review unit, twenty-five of the more difficult words from preceding units are introduced again. Re-teach only those words which your pupils most often misspelled. These words should be supplemented with other words which the pupils found difficult in past units, and which were listed in the cumulative class list of difficult words. Try to make the review interesting by using an approach different from that used when the words were first introduced.

Testing and Re-teaching

The following dictation sentences might be used to determine the varying degrees of spelling ability among the pupils in your class. Read the words, then the sentence, and then the words that the pupils are to write. When a word is used at the beginning of a sentence do not consider it wrong if a pupil has used a capital letter in writing it.

1. *Please* and *thank* you go together.
2. *Soap* and water keep hands *clean*.
3. For *lunch* we can eat some *meat* and *fruit*.
4. That *family* lives in the *city*.
5. *Today* the weather will be *fair*.
6. Many *people* saw the *animals* at the zoo.
7. *Which* road shall we follow?
8. He is *afraid* that the *rain* will spoil the picnic.
9. *Each* person bought an *ice cream* cone.
10. Something that is *round* is easy to *catch*.
11. *Where* were you *while* this was happening?
12. Open your *mouth* wide to speak clearly.

Check the pupils' marking of this test, noting the frequency and types of errors for further corrective drill and practice. Pupils who had no errors in the dictation should be excused from the re-teaching lesson and allowed to do the exercises "For Good Spellers". However, they should write the final test with the other pupils.

Stress the joining of letters in writing: *w* and *h* (*while*, *which*, *where*); *o* and *u* (*round*, *bought*, *mouth*); *o* and *p* (*people*).

Words like *people*, *which*, *fruit*, *bought* tend to come up as errors in daily writing. Make quite sure that they are thoroughly taught. Note at which points your pupils have misspelled the words and clear away those specific difficulties. Dictate, check, and re-teach until almost all pupils have shown at least temporary mastery of all or almost all the review words.

During the re-teaching period assign "Extra Help" to those pupils who require the re-teaching. A final dictation should be given to all pupils. Accurate records of the misspelled words and of the types of errors should always be kept, particularly after each review unit.

Doing the Exercises

Ex. 1: animals; fruit; city; meat, ice cream, fruit

Ex. 2: while, which, where (Emphasize again the breath sound of *wh.*); catch, each, which, lunch; mouth, thank

Ex. 3: please, each, meat, (ice) cream, clean, road, soap; afraid; ice (cream), city

Ex. 4: lunch, please, mouth, rain; fair, round, today, catch

Ex. 5: each, people, while; family, soap, which

Ex. 7: catcher, mean, while

EXTRA HELP

Ex. 2: today, family, city; bought, meat, fruit; animals, which, where

Ex. 3: ea - please, each, meat, (ice) cream, clean; oa - road, soap; ai - afraid, fair

Ex. 4: wh - while, which, where; ch - catch, each, which, lunch; th - mouth, thank

Ex. 5: the family, the catch, the meat, the ice cream, the road, the fruit, the animals, the soap, the lunch, the people, the mouth, the rain, the fair, the city

FOR GOOD SPELLERS

Ex. 1: horse

Ex. 2: eyes, nose, mouth

Ex. 3: thankfulness; winter; some possibilities: today - day + ld = told; fruit + ful = fruitful; fruit - uit + y = fry; stand - nd + mp = stamp; stand + ing = standing.

MOST COMMONLY MISSPELLED WORDS REPEATED FROM BOOK 2: today, people, please

FOR TEACHERS ONLY

English has borrowed words from many languages, Latin and French in particular. But English also owes a debt to Scandinavian languages, Spanish, German, Hebrew, Greek, and even Persian. *Mouth* is a good example of a word in which the traces of different languages are evident. *Mouth* is derived from the Old English *múth*, the Dutch *mond*, the German *mund*, related to the Latin *mentum* (chin).

2. From the list, write:

- three words that you say with air coming out of your lips.
- four words with the consonant sound **ch**.
- two words with the consonant sound **th**.

3. From the list, write:

- seven words with the silent vowel **a**.
- a word in Row 1 with the silent vowel **i**.
- two words in which the letter **c** sounds like an **s**.

4. Rhymes can be fun. Write these words, and a word from the list that rhymes with each of them.

Like this: **eat** **meat**

bunch	ease	south	pain
air	pound	may	match

5. Write in alphabetical order:

- **people, each, while**
- **soap, family, which**

6. Finish these sentences on your paper. Use some words from the spelling list if you can.

- | | |
|--------------|----------------|
| • I bought | • Where are |
| • I am going | • Ice cream is |

7. Word arithmetic

- | | |
|---------------------|------------------|
| • catch + er = | • meat - t + n = |
| • white - te + le = | |

Extra Help

1. Answer these questions. In your answers use the words that are in heavy type. Like this: Where are you **today**? **I am in school today.**
 - Have you **bought** a dog?
 - Are your **hands** clean?
 - Do **people** like **ice cream**?
 - Can you **catch** the ball?
2.
 - Write the words which end with **y**, with **t**, and with **s**.
 - Write two words that ask questions.
3.
 - Write all the words that have these letters together: **ea** **oa** **ai**
Use a coloured pencil or crayon to draw a line under these pairs of letters.
 - Write all the words that have these letters together: **wh** **ch** **th**
Draw a line under these pairs of letters.
4. Say these words to yourself, then write them in small letters: **PLEASE TODAY ROUND**
5. You can use **the** with some of the words in the list, but it does not go with all of them. Write **the** in front of as many words in the list as you can. Like this: **the family, the meat.**

For Good Spellers

1. • Write **pony** and another word for **pony**.
 - Write the names of three other animals you might find on a farm.
2. • Write **mouth**, and the names of three other parts of your face: what you see with, what you smell with, what you chew with.
 - Write the name of one other part of your face.

3. Word arithmetic

- thankful + ness =
- winner - ner + ter =

Make up other examples, beginning with **today**, **fruit**, and **stand**.

4. **Fair** and **round** each have more than one meaning. Use each of these two words twice to show different meanings.
5. Tell briefly what you like best for lunch on a rainy Saturday. Why do you like that best?

REMEMBER —

Always write neatly.
A good speller is
usually a good writer.



MAKING WORDS



Many words are made by putting two small words together. What two words are being put together in this picture? What is the new word? If you think of the meaning of each small word, you will know what the new word means.

afternoon - opposite of morning

because

tomorrow

cannot

baseball

airplane

outside

before

sidewalk

birthday

inside

inside

blackboard

tonight

notebooks

- Put **side** and **walk** together. Write this new word.
- Put **air** and **plane** together. Write this new word.
- Write the words in this list. Use your coloured pencil or crayon to draw boxes around the small words that make each big word.

SUGGESTIONS FOR TEACHERS, UNIT 7

Introducing the Words

This is the first unit in the "Macmillan Spelling Series" which deals exclusively with compound words. Draw attention to the picture of the elves making words at the word factory. What words are the elves making? What word has been completed in the picture?

With further questioning, have pupils realize that

- (1) many words in our language are formed from two smaller words.
- (2) no hyphens are used in these longer words.
- (3) no letters are omitted when the longer word is made.
- (4) the meaning of the longer word is often related to the meanings of the smaller words.

The introduction of the term *compound* is left to your discretion.

Doing the Exercises

Ex. 2: football, softball, basketball, volleyball; cannot, outside, birthday, tomorrow, today, baseball, because, beside

Ex. 3: before, tomorrow, cannot, outside, afternoon

Ex. 4: e, h, m, n, r, v, w, y; B, F, J, L, P, S, U, X; afternoon, before, cannot, outside; airplane, birthday, inside, sidewalk, tomorrow.

Testing and Re-teaching

Dictate the words in sentences. Have pupils mark their own work; then check their marking. Allow those pupils who spelled the words correctly to proceed with the work "For Good Spellers". For those pupils requiring additional help, prepare a set of cards with a part of those words they found most difficult printed on each. Distribute these to the pupils, call out the compound word and have two pupils come forward with their cards to "make" the compound word. Have another pupil read the compound word, name its two parts, and write the complete word on the chalkboard.

FOR POOR SPELLERS

1. ● Write *base*. Now add to *base* the other word to make the name of a sport. Be sure to write the *e* of *base* when you write the longer word. (baseball)
● Write *can*. Now add to *can* a word that makes *can* mean the opposite. Remember that the new word has a double *n* in it. (cannot)
2. Write the words that have these consonants together: *lk*, *ft*, *th*, *rr*, *ll*. Draw a line under the consonants. (sidewalk, afternoon, birthday, tomorrow, baseball.)
3. Write the words that have these vowels written together: *au*, *ai*, *oo*, *ou*. Draw a line under the vowels. (because, airplane, afternoon, outside.)

4. Write a word from the list that names
 - after 12 o'clock noon. (afternoon)
 - something that flies. (airplane)
 - the day after today. (tomorrow)
 - a game. (baseball)
 - where you should walk. (sidewalk)
5. ● Write *before* after the numbers of the things you usually do before noon: (1) get up (2) eat breakfast (3) eat dinner (4) brush your teeth. (1, 2, 4)
 - Write *inside* beside the numbers of things that are inside the school and outside after the numbers of those things that are outside the school: (1) trees (2) desks (3) sidewalk (4) hall (5) books (6) grass

FOR GOOD SPELLERS

1. Write the extra word that tells
 - a time when something might happen. (tonight)
 - what you use for writing exercises in school. (notebooks)
 - what you use chalk on. (chalkboard)
2. Write four words that tell a time of the day. (dawn, morning, noon, afternoon, sunset, twilight, evening, night, midnight)
3. How many words do you know that end in *books*, like *notebooks*? (pocketbooks, workbooks, textbooks, bankbooks)
4. Draw this puzzle and print the correct words in the spaces:

1									
2									
3									
4									
5									
6									

1. This is what you give in reply to a question.
2. A person with fair hair is called this.
3. Points are made by touchdowns in this game.
4. You do this to find out how tall you are.
5. These go straight up and may one day reach the moon.
6. Multiply 100 by 10.

(answer, blonde, football, measure, rockets, thousand)

5. What do you notice about the order in which you have written the answers in this puzzle? (alphabetical order)
6. Write a short story about *one* of these ideas:
 - The Last Inning of the Ball Game (You are the pitcher for the winning team.)
 - My First Airplane Ride (or train or bus ride)
 - On My Last Birthday (how you spent the day)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: afternoon, cannot, outside, before, tomorrow

MOST COMMONLY MISSPELLED WORD REPEATED FROM BOOK 2: because

2. • Write **baseball**. Write the names of two other games ending in **ball**.
- Write each word in Group A, and join to it a word in Group B to make a new word.

A			B		
can	out	birth	day	morrow	ball
to	base	be	side	cause	not

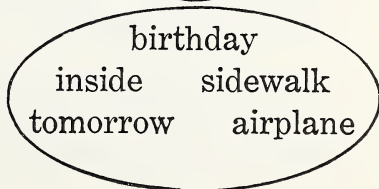
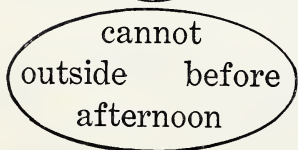
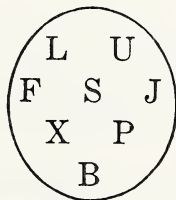
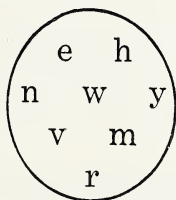
Now look at the word list to see if you are right.

3. **Hot** and **cold** are words that mean the opposite. **Day** and **night** mean the opposite.

- Write the following, and for each write a word from your list which means the opposite:

after yesterday can
 inside morning

4. Write each set of letters and words in alphabetical order:



BIG BROTHER

The consonant **r** often acts like a big brother to a small vowel. **r** takes a small vowel by the hand in many words. In this unit, **r** walks hand-in-hand with **a**, **o**, and **u**.



for

park

turn

large

storm

barn

fur

far

hurt

garden

church

dark

corn

purple

1. • Say each word. Listen for the sound of the vowel and **r**.
 - Write the words in which **r** goes with **a**. Now write the words in which **r** goes with **o**. Write the words in which **r** goes with **u**.
2. • Write a word that begins with **bar** and is the sound a dog makes.
 - Add a letter to **for** to make
 - Add a letter to **for** to make



SUGGESTIONS FOR TEACHERS, UNIT 8

Teaching the Words

Most of the pupils in your class will have older or younger brothers and sisters. Use this familiar relationship and the pictures to introduce the "Big Brother" *r*. Just as a big brother or sister should help the younger children, the consonant *r* helps vowels by "taking them by the hand", i.e., the vowel and *r* make a new combination. In this unit, only the *ar*, *or* and *ur* combinations are taught. Read the words of the list in order to the pupils. Instruct them to listen for the first (consonant) sound in each word and to write this letter (or letters). Only the word *church* should be troublesome. Omitting *for*, *fur*, *far* and *large*, read the rest of the words to the pupils, instructing them to listen for the last sound (consonant) in each word. Special attention should be paid to the words *church* and *large*. *Church* begins and ends with the *same* consonant partners. The *ge* ending in *large* should be emphasized since it is different from other words pupils have had. Have them explain what purpose *e* has in *large* (to keep *g* soft). *Fur*, *far* and *for* could be presented together with pupils noting the effect of *r* on each of the vowels *u*, *a*, *o*).

Doing the Exercises

Ex. 1: *ar* — barn, park, dark, far, large; *or* — for, corn; *ur* — church, fur, turn, hurt

Ex. 4: park, for, far, turn, large. Stress always, in these particular words, the unique sound of *ar*, *or* and *ur*.

Ex. 5: corn, fur, large, barn, church, far, park

Ex. 6: lark, farm, cart, dart, bark, harm, tart. This is an enrichment exercise, and all pupils should not be expected to do it equally well.

Testing and Re-teaching

Dictate the words in sentences and excuse from the re-teaching lesson those pupils who made no mistakes in the dictation. These pupils may proceed with the exercises "For Good Spellers", or with related language lessons. The exercises "For Poor Spellers" may be used as a basis for re-teaching words that were misspelled in the dictation.

FOR POOR SPELLERS

1. Find and write the word that

- ends in silent *e*. (large)
- has six letters. (church)
- would be first in alphabetical order. (barn)
- sounds the same as 4, but doesn't mean the same. (for)
- means the same as *injured*. (hurt)
- would be last in alphabetical order. (turn)

2. Answer each question with a single word from the list.
 - What is a good place for a school picnic? (park)
 - Where do people go on Sunday? (church, park)
 - What word is there in the first four letters of *corner*? (corn)
 - What word rhymes with *burn*? (turn)
 - What word ends in *ge*? (large)
 - What kind of a coat is a mink coat? (fur)
 - Where are the cows kept on a farm? (barn)
 - Is Europe far away or close to Canada? (far)
 - Which word begins with *h*? (hurt)
 - What is it like in an unlit room at night? (dark)
 - Which word rhymes with *or*? (for)
3. Draw a coloured box around the vowel and *r* in each word that you have written.

FOR GOOD SPELLERS

1. ● Write *purple* and another word meaning *purple* from the following list: pink, scarlet, violet, orange. (violet)
 - Write *storm* and other words from this list that are kinds of storms: gale, hurricane, breeze, fog.
 - List two or three things that might happen to you during a great wind storm.
2. ● Write *garden* and two words describing the kind of garden you might plant.
 - Name three flowers you like to see in a garden.
3. By changing the first letter, make new words from
 - *park* to mean a small bird. (lark)
 - *large* to mean a large flat boat. (barge)
 - *for* to mean a word used with neither. (nor)
 - *far* to mean something black and sticky. (tar)
 - *corn* to mean ripped. (torn)
4. ● Which of the following words mean the same or almost the same as *hurt*? (injure, wound, pain, help)
 - Which of the following words mean the same or almost the same as *large*? (wee, enormous, huge, generous, tremendous)
5. ● Write the names of three animals which are hunted for their fur. (beaver, muskrat, seal, bear, etc.)
 - Name two animals which are raised for their fur. (mink, fox)
6. ● Write the names of two parts of a church building. (steeple, aisle, altar. Accept any reasonable answers.)
 - Write *dark* and *light* side by side on your paper. Under each write the names of two things which are dark, and two which are light. (night, black, chocolate, etc.; sun, white, etc.)
 - What is another meaning for *light*? Write a word which is the opposite of this other meaning. (heavy)

MOST COMMONLY MISSPELLED WORD REPEATED FROM BOOK 2: for

3. • Write sentences using each pair of words:

far and **church**

barn and **large**

hurt and **dark**

corn and **for**

- Draw a line under each word after you have used it in your sentence.

4. Each of these sets of scrambled letters spells a word from the list. Write the words.

k	o r	a r	n	g
a r	f	f	u r	a r
p			t	l e

5. Word riddles

Use words from the list.

- I am something grown on a farm. What am I?
 - I am the warm coat of an animal. What am I?
 - I mean the same as **big**. What word am I?
 - I am a farm building. What am I?
 - I begin and end with the same two consonants. What word am I?
 - I mean **not near**. What word am I?
 - I am a place to play. What am I?
6. Make as many words as you can by adding letters to the beginning and the end of **ar**, like this:
mark.

A HARD-WORKING SILENT LETTER

When a vowel says its own name in a word, what kind of a vowel is it? In Unit 5, you learned that a long vowel is marked by drawing a line above it. Look at these words. Say them. Hear the long vowel.

sāme

rīde

ūse

One of the letters in each of these words is silent. But you must not forget it, because it is working very hard. What is this silent letter? Why do the **a**, **i**, and **u** in these words say their own name?

1. Say these words to yourself. Think of the long vowels you hear, and think of the silent vowel you do not hear.

sure

lake

care

hope

ride

close

hide

same

use

note

ate

fire

here

- Write the words that have a long **ā**, a long **ē**, a long **ī**, a long **ō**, a long **ū**.
- Draw a line over each long vowel. Draw a circle around each silent vowel.

SUGGESTIONS FOR TEACHERS, UNIT 9

Teaching the Words

All of the long vowels, *a, e, i, o, u* are used in this unit. Refer your pupils to Unit 5 to recall how a long vowel is marked. Through questioning and additional examples, e.g., *name, fame, hide*, have pupils formulate the generalization that a single vowel often says its own name when there is a final silent *e* from observing *same, ride, use*. Pupils should realize that the final silent *e* is very important. Without it, *same* becomes *Sam*, *ride* becomes *rid* and *use* becomes *us*. Observant pupils may produce major exceptions like *give, have, where, there*. Otherwise do not draw the attention of the class to these exceptions.

In addition to the long vowels, note that *s* spells the sound of *sh* in *sure*. Compare *sugar* in which *s* at the beginning also spells the sound of *sh*. *Close* has two pronunciations and, at the third grade level, two meanings – *close*, v., in which *s* = *z*, and *close*, adj., in which *s* = *s*. *Use* also has two sounds for *s* – *s* and *z*, noun and verb respectively. As the teacher you should be aware of the fact that *fire* is often heard (and sometimes misspelled) as two syllables – *fi* – *er*. Make certain that pupils hear and spell *fire* correctly.

Doing the Exercises

Ex. 2: rode, rude; hide, side, tide, wide; hose, nose, pose, rose

Ex. 3: rope; bake, cake, make, rake, sake, take, wake

Ex. 4: hop, us, her, car; hoping, riddle

Ex. 5: car, her, line, rose, us

Re-teaching

Ex. 1 in the Pupils' Edition suggests possible groupings for re-teaching. In re-teaching, review the effect of the silent *e* on the internal vowel, but try to introduce freshness into your lesson. Use rhyming words like *rope, name, tire, take, side, fuse, mare, rose* to establish the principle of final silent *e*. A word of warning – you may have to revert to Unit 5 to explain why *soap* rhymes with *hope*, and *goat* with *note*. Do not mention these rhymes unless they are produced by the pupils themselves. *Sure, fire* and *care* will probably have to be carried over for further review during following units.

FOR POOR SPELLERS

1. Write the word that
 - rhymes with *hide*. (ride)
 - tells what you bring when you have missed a day at school. (note)
 - is a name for a large body of water. (lake)
 - rhymes with *rope*. (hope)
2. Write the words that end with these consonant sounds: *k, t, p, d, m*. (lake, note, hope, ride, same)

3. Eight of the words in the spelling list become new words if the final *e* is dropped. Write these eight words and beside each, write the new word that is made when the final *e* is dropped. Be sure that you use a capital letter for one of these words. (hope – hop; same – Sam; fire – fir; ride – rid; use – us; here – her; care – car; note – not)
4.
 - Write *use*, *hope* and *care*.
 - Add *d* to these words. (used, hoped, cared)
 - Add *ing* to them. What happens to the end *e*? (using, hoping, caring. It is dropped.)
5. Use a word from the list in your answer to every question.
 - Where do people sometimes swim? (in the lake)
 - What might you do on a horse? (ride)
 - What burns brightly? (fire)
 - Are *wee* and *tiny* different or the same in meaning? (the same)

FOR GOOD SPELLERS

1.
 - Write the name of a game which has the word *hide* in it. (Hide and Go Seek)
 - Write *ate* and tell who ate (1) Baby Bear's porridge (2) Christmas pie (3) curds and whey. (Goldilocks, Little Jack Horner, Little Miss Muffet)
 - Who did *not* eat the sour grapes? the three little pigs? Hansel and Gretel? (the fox, the Big Bad Wolf, the Wicked Witch)
2. Make a longer word by joining a word from B to a word from A. A: fire, note, lake, hide; B: shore, away, place, books (fireplace, notebooks, lakeshore, hideaway)
3.
 - Write another word that uses *s* at the beginning to spell the sound of *sh*. (sugar)
 - Write a question using the meaning of *use* which has a *z* sound in it. (i.e., the verb)
4. Change these sentences so that they tell about something that happened yesterday.
 - I ride my horse to school. ● The dogs hide their bones.
 - The children eat a hot breakfast.
5.
 - Write the words that sound the same as *ate* and *here* but have different meanings. Show that you know the meanings of the words. (eight, hear)
 - Add *less* to three words in the list. Add *ful* to the same words to give opposite meanings. (hopeless, hopeful; useless, useful; careless, careful)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: sure, hope, close

MOST COMMONLY MISSPELLED WORD REPEATED FROM BOOK 2: here

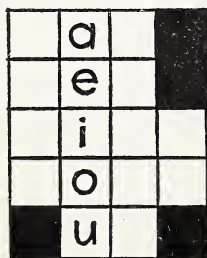
2. • Make two new words by changing the long vowel in **ride**.
 - Write two new words by changing the **r** in **ride**.
 - Write two words that rhyme with **close**.
3. • Make a new word like **hope**, which means strong cord.
 - Write at least three words which end like **lake**.

4. Word arithmetic

- Subtract **e** from **hope** to tell how rabbits move.
 e from **use**, **e** from **here**, **e** from **care**.
- Subtract and add

$\text{hope} - \text{e} + \text{ing} =$
 $\text{ride} - \text{e} + \text{dle} =$
- Say all these new words. Know what they mean.

5. Draw the puzzle below. Fill in the blank squares to make the words described by the clues.



Clues

- What your father drives.
- Take **e** away from **here**.
- Draw this with a pencil and ruler.
- A flower that rhymes with **close**.
- Subtract **e** from **use**.

INDIAN SUMMER

In Canada every fall, warm weather and beautiful colours tell us that Indian summer has come again. Leaves have changed from green to yellow, brown, orange and red, and many have fallen to the ground. Playing in piles of leaves is great fun. The leaves are raked from the grass and burned. There is a smell of smoke in the air. Indian summer is a lovely time of year.

Canada
summer
every
orange

weather
leaves
again
ground

beautiful
brown
smoke

Indian
yellow
grass

- Read the story to yourself. Find the words of the list in the story.
 - Write **beautiful**, **summer**, and **orange**.
Write the other eight words in alphabetical order. What does **Canada** always begin with?
 - What is the weather like in Indian summer?
- Ground** and **brown** have the same vowel sound, but this sound is not spelled the same in both words.

 - Write **ground** and **brown**, being careful to note the difference.

SUGGESTIONS FOR TEACHERS, UNIT 10

In most classes, this unit will be taken in the fall of the year. Start a discussion of the signs of Indian Summer, and of the various activities of children and adults at this time of year. Since the origin of the term, Indian Summer, is uncertain, pupils might be asked to suggest possible reasons for the name.

Teaching the Unit

Record on the chalkboard the words in the list which pupils use in their discussion of the topic. Draw attention to the more difficult parts of the words. Point out the twin consonants in *summer*, the three *a*'s in *Canada* and the three vowels together in *beautiful*. Good to average spellers should be interested in the formation of *beautiful* from *beauty* + *ful*.

Let pupils tell you about the long *o* sound in *smoke* and the sound for *ow* in *brown*, which is spelled differently in the word *ground*. Note the handwriting difficulty in writing *brown*. There are several difficult combinations: *br*, *ow*, *wn*.

The Exercises

Ex. 1: again, brown, Canada, every, ground, leaves, smoke, weather

Ex. 2: sound, found, mound, hound, round, bound, pound, wound; frown, down, crown, town, drown

Ex. 3: tease, please, ease; leather, feather

Re-teaching

List on the chalkboard the words that were misspelled and re-teach them only to those pupils who made mistakes in spelling them. Try to vary the re-teaching. Check to see that errors in *brown* and *every* are not errors in handwriting or pronunciation. Point out the combination of *ea* common to *weather*, *beautiful* and *leaves*, but make sure that the *u* is not omitted in *beautiful*.

FOR POOR SPELLERS

- Which word
 - is the name of our country? (Canada)
 - means *once more*? (again)
 - names a season of the year? (summer)
 - means *earth* or *land*? (ground)
 - is the opposite of *ugly*? (beautiful)
- Use a word from the list instead of the underlined word in each sentence.
 - The fruit was firm and juicy. (orange)
 - The doll wore a lovely dress. (beautiful)
 - Each boy got a prize. (every)
 - The tree lost its foliage in the fall. (leaves)

3. Write
- the two words that end in silent *e*. (orange, smoke)
 - the word that has the small word *very* in it. (every)
 - the word with the letters *th*. (weather)
 - the word that always begins with a capital letter. (Canada)
 - the word that would be first in alphabetical order. (again)
 - the word that would be last in alphabetical order. (weather)
 - the longest word in the list. (beautiful)
4. Four words have five letters each. Write these four words. (again, brown, every, smoke)

FOR GOOD SPELLERS

1. ● Write the extra word *Indian*. What kind of home did the Indians live in? (teepee, wigwam, longhouse, tent)
● Indians are a people native to Canada. Who are the other people native to Canada? (Eskimos)
2. ● Write the extra word *yellow*.
● What is a metal that is yellow in colour? (gold)
● Name one fruit and one flower that are yellow. (lemon, grapefruit; buttercup, dandelion)
● Which of these words means almost the same colour as yellow: lemon, gold, orange, purple? (lemon, gold)
3. ● Make a new word by using another consonant in place of the *g* in *grass*. What does this new word mean? Use it in a sentence to show its meaning. (brass)
● What do people do to keep the grass on their lawns beautiful? (mow, water, weed, add fertilizer)
4. ● List three trees that lose their leaves in the fall. (maple, elm, chestnut, birch etc.)
● Name two evergreen trees. (pine, fir, spruce, cedar, etc.)
5. Make a list of things that animals do to get ready for winter. (hibernate, eat more, grow heavier fur, store food, etc.)
6. Write three words that mean the same as *beautiful*. (lovely, pretty, handsome, fair, etc.)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: summer, weather, again

MOST COMMONLY MISSPELLED WORD REPEATED FROM BOOK 2: every

- Write some words that rhyme with **ground** and end just like it. Try to find at least four words.
- Write a sentence using a word that ends just like **brown**. Write two more words that end just like **brown**.

3. Write **leaves** and **weather**.

- What vowel sound does **ea** spell in **leaves**?
- What vowel sound does **ea** spell in **weather**?
- Write another word where **ea** has the same sound as in **leaves**. Write another word where **ea** has the same sound as in **weather**.

REMEMBER — **ea** may spell different sounds.

4. Write words from the list that mean:

- | | |
|---------------|------------------|
| • our country | • a time of year |
| • two colours | • once more |

5. Write a story about these pictures. Start with picture number 1.

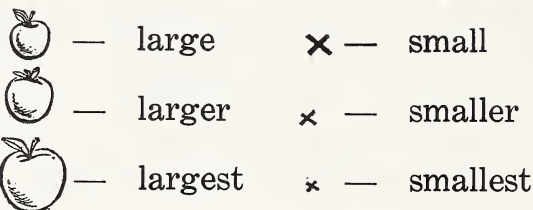


1. This man is tall.



This man is taller.

But this man is tallest.



- What letters are added to **tall** to make **taller** and **tallest**?
- What letters are added to **small** to make **smaller** and **smallest**?
- What letters are added to **large** to make **larger** and **largest**?

Think of a rule about these endings.

2. • Make new words by adding either **er** and **est**, or **r** and **st**, to each of these words:
late, soon, high, warm, dear.
 - Write the three forms of each of these words:
kind, fuller, nearest, few.
3. • In a row down the middle of your page write **weather, friend, house, and time.**

SUGGESTIONS FOR TEACHERS, UNIT 11

Introducing the Unit

This unit is concerned with the formation and correct spelling of the comparative forms of adjectives and adverbs, although, of course, you will not use the technical names with your pupils. In addition to assisting the children to master the spelling of the words, two other main thoughts should be uppermost in developing the unit. The comparative form, which is used to compare two of a kind, is made by adding *r* or *er* to the positive form; the superlative form, which is used when comparing three or more of a kind, is made by adding *st* or *est* to the positive form. Do not teach the use of *more* and *most*, except to perhaps a few of the better spellers.

Use three short pencils of various lengths to develop statements using *short*, *shorter* and *shortest*. Begin, of course, with the longest pencil. Write the pupils' answers on the chalkboard and underline the form of *short* which is used in each word.

Continue using other objects in the classroom along with *small*, etc. Avoid words like *big* and *heavy* since these words involve letter changes in the comparative forms.

Doing the Exercises

Ex. 4: fall, fell, fill; mast, mist, must; mare

Ex. 5: dear, warm, soon, full, near; dear, full, near, soon, warm; few, high, kind, later, more, most

Re-teaching

Warm is difficult because of the irregular spelling of the vowel. Some pupils tend to add a *t* to *later*. They should be reminded of the principle established in Unit 9 – silent *e* indicates a long internal vowel. The combination *igh* in *high* is a fairly common spelling of long *i* – compare *right* and *light*. The combination *ew* (*few*) is less common but does occur in several other words in frequent use – *threw*, *blew*, etc. Point out the double *o* in *soon*.

FOR POOR SPELLERS

1. Find and write
 - the words in which *r* follows a vowel. Draw a line under the vowel and *r*. (near, later, warm, more, dear)
 - two words that rhyme. (near, dear)
2. ● Write *kind*. Change *k* in *kind* to *f*, *m*, *r*, *w*. (find, mind, rind, wind)
- Write *full*. Change *f* in *full* to *b*, *p*. (bull, pull)
- Write *dear*. Change *d* in *dear* to *f*, *g*, *h*, *n*. (fear, gear, hear, near)

3. Find and write the word that
 - would be first in alphabetical order. (dear)
 - has a silent *g*. (high)
 - ends in *ew*. (few)
 - rhymes with *post*. (most)
 - ends in silent *e*. (more)
 - would be last in alphabetical order. (warm)
4. Make these sentences different in meaning by writing a word from the list instead of the underlined word in each sentence.
 - The weather was cool for this time of year. (warm)
 - There were very many people in the park. (few)
 - We climbed a low hill near the lake. (high)
 - The boys came earlier than we did. (later)

FOR GOOD SPELLERS

1. Use *bright*, *tired*, and *sweet* in separate sentences to show comparison of two things, and comparison of three and more. What do you notice about *tired* when it is used in comparison? (uses *more* and *most* for comparison)
2. Write each of these words, and after it, write a word that means the opposite: *few*, *full*, *soon*, *high*, *near*, *kind*. (many or lots, empty, later, low, far, mean or unkind)
3.
 - Look at warm – warmth; kind – kindness. Write pairs of words like them for *high*, *bright*, *sweet*. (height, brightness, sweetness)
 - Write the names of three things that might be described as high. (mountains, buildings, hats, etc.)
 - Write the names of three things that are very sweet. (candy, cake, sugar, etc.)
4.
 - Look at warm – hot. Write pairs of words like warm and hot for cool and damp. (cool – cold; damp – wet)
 - In each of these sentences use another word that means the same as *dear*.

The dress was very dear; so I did not buy it. (expensive)

A dear little elf crept out of the grass. (attractive, sweet, lovable)

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME: soon

MOST COMMONLY MISSPELLED WORD REPEATED FROM BOOK 2: dear

- In front of each of those four words write a word from the list which could be used to tell about it. Use a different word for each.

kind	warm	more	few	bright
near	high	full	most	sweet
later	soon	dear		tired

4. Change the vowels and make new words

- In place of **u** in **full**, write **a**, **e**, and **i**. Say these three new words.
- Write **most**. In place of **o** in **most**, write **a**, **i**, and **u**. Say these three new words.
- Write **more**. Change the **o** to an **a** to make a new word. What does this new word mean?

5. Thinking of words

From the list write:

- a word that is used at the beginning of a letter to a friend.
- a word that means the opposite of cool.
- a word that means **in a little while**.
- a word that means **no room for more**.
- a word that means **not far away**.

Write these five words again in alphabetical order.
Write the other six words from the list in alphabetical order.

LOOK AT THESE WORDS AGAIN



Here are some words you will want to study again, because they are used very often.

The six steps in learning to spell a word will help you. You will find them on page 5.

Row 1

beautiful
ground
church
leaves
afternoon
sidewalk
high
every

Row 2

weather
soon
Canada
bought
hope
close
summer
sure

Row 3

birthday
before
people
airplane
again
tomorrow
cannot
because
outside

1. • Write the first five words of Row 1 in alphabetical order. Look carefully at each word as you write it, and think about how it is spelled.
- Write the last five words of Row 3 in alphabetical order.

SUGGESTIONS FOR TEACHERS, UNIT 12

Review

In the previous ten regular units, the pupils have practised many spelling skills, including recognition of vowels and consonants, recognition of consonant partners *ch*, *th* and *wh*, the silent final *e*, the fact that usually the first vowel is long and second vowel silent in a two-vowel combination, recognition and marking of long vowels, the vowels *a*, *o* and *u* with the consonant *r*, alphabetizing by first letter only, compound words and using comparisons. Many of these skills will be reviewed in Unit 12.

Re-teaching

You may wish to use the following sentences to test before teaching the unit, in order to determine which words are still not mastered by all pupils.

1. Slowly the *airplane* rose from the *ground*.
2. His *birthday* will soon be here.
3. Be *sure* to walk on the *sidewalk*.
4. They studied the *people* of *Canada*.
5. *Beautiful* leaves were falling from the trees.
6. They go to *church* every week.
7. *Again* this *afternoon* we will look at those words.
8. Mr. Brown *bought* a new boat last *summer*.
9. Please *close* the door *before* sitting down.
10. We *hope* to do that *tomorrow*.
11. The kite would not fly *high* *because* there was no wind.
12. They *cannot* play *outside* in this *weather*.

Re-group misspelled words for re-teaching, using any groupings which help to bring like forms together. For example, *summer*, *tomorrow*, *cannot* all have double consonants. *Afternoon*, *sidewalk*, *airplane*, *birthday*, *tomorrow*, *cannot*, *because*, *outside* are compound words; let pupils find and underline or box the two words found in each of them, that is, in each of them which has been misspelled by any of your pupils. Final silent *e* is found in *airplane*, *hope*, *close*, *sure*, *before*, *people*, *because*, *outside*. The silent combination *gh* appears in *high* and *bought*. Your pupils should be able to suggest additional or different groupings to help remember words through likenesses.

Use the material marked "Extra Help" during the re-teaching period. Gradually eliminate most of the words through successive dictations, and drop from formal re-teaching the pupils who spell all the words correctly on dictation. However, only the good spellers who could spell all the words correctly on the first or second dictation should do the work "For Good Spellers".

With the slowest classes you may not achieve complete mastery even after repeated re-teaching. Make a note of the words which continue to be misspelled and include them in your teaching of the following units.

Doing the Exercises

Ex. 1: afternoon, beautiful, church, ground, leaves; again, because, cannot, outside, tomorrow

Ex. 2: sidewalk, birthday, before, airplane, tomorrow, cannot, because, outside; hope, close, sure; the final silent *e*; ground, leaves, afternoon, weather, soon, bought, people, airplane, again, because, outside; beautiful

Ex. 3: summer; birthday; tomorrow; people; every

EXTRA HELP

Ex. 2: airplane, afternoon, sidewalk, birthday, cannot, tomorrow, outside, because, before

Ex. 3: ou - ground, bought, outside; rr - tomorrow; ur - church; mm - summer; ai - airplane, again; th - birthday, weather

Ex. 4: rope - hope; rose - close; sound - ground; ought - bought

Ex. 5: Most people hope for beautiful weather every summer.

FOR GOOD SPELLERS

Ex. 1: outdoors, outboard, outward, outline, outcome, etc.; inside, underside, beside, fireside, seaside, wayside.

Ex. 2: fireman, policeman, speedboat, etc. Answers will vary from pupil to pupil.

Ex. 3: weather: the, wet, wreath, rat, hat, her, there, wheat, eat, tea, at, where; birthday: birth, day, bit, bay, third, hay, ray, bird, yard, hard, tray, rib, hit, tidy, hat, rat, had, bad.

MOST COMMONLY MISSPELLED WORDS REPEATED FROM BOOK 2: because, every, morning, people, pretty

FOR TEACHERS ONLY

The *noon* of *afternoon* is from Latin *nona*, meaning *nine*. *Nona hora* was the ninth hour of the Roman day, about three o'clock p.m., and the time of the principal meal of the day. The Latin word for noon is *meridiem*, that is, the middle of the day (*dies, diem*)

2. Writing special words

- Some of these words are really two words put together, like after noon. Find eight words in the list that are like afternoon, and write them carefully. Draw a box around each of the small words.
- Three words in Row 2 have a long vowel sound. Write these three words neatly. Draw a long line above each long vowel. What makes the vowel long in each of these three words?
- Eleven of the words in Rows 1, 2, and 3 have two vowels together. Write these words. Say them carefully to yourself.
- Write the word with three vowels together.

3. Using special words

- Write the word that means:
 - the warm time of the year.
 - a happy day each year.
 - the day after today.
 - many persons.
 - the same as **all**.
 - Use **close** to tell about doing something.
 - Use **close** again to tell about where something is.
4. Write **bought** after the number of any of the following that can be bought:
- (1) airplane, (2) summer, (3) ground.

Extra Help

1. Write **leaves, close, people, sure**. Draw circles around the silent letters.
2. Write these words under one another:

air

birth

out

after

can

be

side

to

be

Now join one of these words to each of the words you have written, to make a word from the word list:

cause

plane

noon

side

not

fore

walk

day

morrow

3. Write words from the word list in which these pairs of letters are together:

ou

rr

ur

mm

ai

th

4. Write words from the list which rhyme with **rope, rose, sound, ought**.

5. Make a good sentence of these words:

people hope Most weather for beautiful
summer every

REMEMBER to study again any words you have had trouble with in other units. You should have them all written correctly in Your Own Spelling List.

For Good Spellers

REMEMBER to be careful of spelling in everything you write—in school or out.



1. Outside

- Write as many words as you can which **begin** with **out**.
- Write as many words as you can which **end** with **side**.

2. Write at least ten other words by putting two smaller words together.

- ### 3.
- Make as many words as you can by using only the letters in the word **weather**.
 - Try the same game with letters from the word **birthday**.

4. Write pairs for these words, like this:

sky and **ground**

afternoon

ugly

bought

outside and **inside**

close

high

summer

- ### 5. Write a letter to your friend, telling about a gift you have bought for Mother. What is the gift? Why are you giving it to her? What do you think she will do with it?



Words

Grow

Too —

Words grow larger, too. You can make many words grow by adding **s**, **ed**, and **ing** to them.

1. Make **visit** grow by adding the endings **s**, **ed**, and **ing**. Write these three new words. Make **start** grow the same way.
2. You know the words **call**, **farm**, **land**, **play**. Add **s**, **ed**, and **ing** to each of these words.

Look at these words:

help

learn

visit

pull

show

jump

stay

open

asked

add

start

walk

talk

bank

Each of these words except **asked** is called a root word. In a plant, the root is the beginning from which a stem, leaves, and flowers grow. In language, a root word is a simple word from which other words may be made by adding letters.

SUGGESTIONS FOR TEACHERS, UNIT 13

Introducing the Words

In this unit the term **root word** is introduced for the first time in Book 3. The explanation of this term in the pupils' text should be somewhat expanded. A chalkboard sketch of "root" word, with the endings *ing, ed, s* as stems and leaves may impress the meaning of this term upon the pupils.

The words in the list present certain difficulties. *Walk* and *talk* contain silent *l*. Have pupils write *walk* and *talk*, boxing or underlining *alk*. The *a* in *learn* might be omitted by poor spellers; draw attention to it. *Asked* should be carefully pronounced so that pupils hear *k*; many children say and hear *ast* or even *aksed*. Watch for spelling errors based on faulty pronunciation and hearing. Another common error is to substitute *n* for *m* in *jump*, again because of poor perception. In *open* stress the single *p*; have pupils note that *o* is long because of the single consonant following. There is a temptation to add an extra *n* before the endings *ed* and *ing*. In *visit*, see that pupils write both *i*'s. Relate *pull* to *full* in Unit 11, and *start* to the *ar* words in Unit 8.

Doing the Exercises

Ex. 4: walking, walked, walks; stayed, staying, stays; learns, learned, learning; asked, ask, asking

Ex. 5: walk, talk; learn, pull, start, jump, help, open, visit, ask

Re-teaching

Re-teach only those words that your pupils misspelled, to those who had errors. Emphasize with illustrations that the spelling of the root words in this unit is not changed when the endings are added; no letters of the root word are omitted, no letters are doubled when the endings are added. Try to vary the approach in re-teaching the words. For poorer spellers, draw attention to the two words that start with two consonants (*start, stay*), three words that end with a single consonant (*visit, open, asked*), two words with the long vowel sound (*stay, open*).

FOR POOR SPELLERS

- Find and write the word that means
 - the opposite of *push*. (pull)
 - the opposite of *close*. (open)
 - the same as *questioned*. (asked)
 - the same as *begin*. (start)
 - the same as *remain*. (stay)
- Write the words in each cross row in alphabetical order. (help, learn, pull, visit; asked, jump, open, stay; start, talk, walk)

3. Write the word from the list which you might use to tell
 - what you did for your mother yesterday. (help)
 - what you do to a door. (pull, open)
 - what you could do with a rope. (jump, pull)
4. ● Ask a question using *visit*.
 - Use *start* to tell someone to do something.
 - Use *asked* and *learn* in one sentence.

FOR GOOD SPELLERS

1. ● Write *show* and *add*. Add the endings *s*, *ed*, *ing*, to *show* and *add*. Sometimes *n* is added to *show*.
 - Use in a sentence the new word made by adding *ed* to *add*.
2. ● You are asked to *add* in your arithmetic. Write three more words telling what you might be asked to do in arithmetic. (subtract, multiply, divide, find how many, or what part, etc.)
 - Name two or three kinds of show you might see. (television, movie, puppet, live or real, or in a theatre, or on a stage, concert, etc.)
 - Write two or three words which tell *how* you might walk. (slowly, quickly, stumbling(ly), lame(ly), etc. Accept pupils' ideas, including verbs like limp, hobble, etc. from bright children.)
3. ● Write *bank*. A *bank* is the side of a river. Name four things you might find beside a river, and also in a river. (trees, bushes, grass, sand, stones, water, fish, mud, etc.)
 - A *bank* is also a place where money is kept, either the small bank you might have in your room, or a large building where a great deal of money is kept. How many other places do you know where money and other valuable objects can be kept? (vault, safe, trunk, storage chest, safety deposit box, etc.)
4. Make new words by using these endings with root words: *or* with visit; *er* with help, jump, start, learn; *less* with help.
5. ● Notice the two uses of *help* in these sentences:
 - We *help* whenever we can.
 - We give *help* to the needy.
 - Write two sentences, showing two uses like this of *show*.
 - Do the same with *curl*, *train*, *water*.

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME: asked

3. Across the top of your page write:

Root	add s	add ing	add ed
------	-------	----------------	---------------

Under the word, Root, write the root words in your list. Then make these root words grow by adding the endings **s**, **ing**, and **ed**.

4. For each of these sentences, write on your paper just the form of the root word which is needed:

- **walk** He is _____ down town.
 He _____ there yesterday.
 He _____ to school each day in the
 year.
- **stay** She _____ with her sister last week.
 She is now _____ with her
 grandmother.
 She _____ at school for lunch when it
 is cold.
- **learn** He _____ his lessons every day.
 He _____ to ride a bicycle last year.
 He was _____ to swim last summer.
- **ask** I have _____ my mother.
 Please _____ for some paper.
 The teacher is _____ our names.

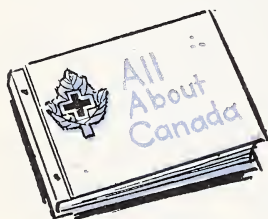
5. From the word list write:

- two words that rhyme.
- the root word of **learning**, **pulled**, **starts**, **jumping**, **helped**, **opens**, **visiting**, **asked**.



The children in Miss Smith's class were members of the Junior Red Cross. They thought of many things they could do. "I think we should make a book about Canada

and send it to Juniors in another land," said Jim. "We can write stories and draw pictures about Canada. Our book might even cheer some Junior who is sick in a hospital."



When their scrap-book was finished the pupils sent it to the Junior Red Cross. They hope that Juniors in another country will be happy to see their book.

picture

country

sent

said

send

buy

knew

write

says

about

end

wrote

cross

spend

1. Write answers to these questions. Check to see that you have spelled every word correctly.

- What did Miss Smith call the scrap-book?
- What did the pupils put in this book?
- Where did they send the book?

SUGGESTIONS FOR TEACHERS, UNIT 14

Teaching the Words

Reading the prose should be a silent reading activity. After the reading, have pupils locate in the story as many of the words in the list as possible. For this unit the words are grouped around a subject rather than about some phonic characteristic common to the words. Thus the teaching of each word is virtually a separate lesson.

Write the words on the chalkboard and mark difficult parts with coloured chalk. Stress careful pronunciation of words like *picture*, *country*, *sent*, *send*. Point out the silent letters in *knew*, *write* and *wrote*, and the *ou* vowel combination in *country* and *about*. Note that *ou* spells the short *u* sound in *country*, that is, *o* is silent. *Country* is a difficult word and should be given extra attention. Have children say and write *coun/try* in syllables, boxing the silent *o* and marking the short *u* - *ŭ*. Note the final *y*.

Doing the Exercises

Ex. 2: send, sent; says, said

Ex. 4: country, about; write, wrote, picture; knew, write, wrote; country

Ex. 5: send, write, wrote

Ex. 6: Write on the chalkboard words that the pupils request. Stress proof-reading and neatness of writing.

Testing and Re-teaching

Dictate the spelling words in sentences. Include those words which were especially difficult in the preceding review unit.

Re-teach only those words that proved difficult. Dictate the words a second time, in the context of a sentence, and in a different order. Check the pupils' marking carefully. The following exercises "For Poor Spellers" suggest possible groupings for re-teaching these words.

FOR POOR SPELLERS

1. Write the words in which the vowel *e* cannot be heard. (picture, write, wrote)
2. Write: the two longest words; the two shortest words. (picture, country; buy, end)
3. Use
 - *sent* and *wrote* in one sentence.
 - *country* and *picture* in one sentence.
 - *about* and *knew* in one sentence.
4. ● Answer the question using *says* in your answer.
What does your mother say when you ask her for cookies?

- Answer the question using *said* in your answer.
What did your teacher say when you spelled all the words correctly?

5. *Word Arithmetic*

- | | |
|--------------------|-------------------------|
| ● s + end = (send) | ● buy + ing = (buying) |
| ● s + aid = (said) | ● a + b + out = (about) |
| ● knew — k = (new) | |

FOR GOOD SPELLERS

- Use *cross* in sentences, first to name something, and second, to do something.
 - Use *spend* in sentences, first in the present form, and second in the past form.
- Make as many words as you can by using only the letters of *country*, *picture*, *about*. (count, our, out, try, court, rot, not, ton, on, cut, tour, rut, torn, turn, corn, nut, rout, etc.; pit, rip, cut, pet, ripe, rut, put, tip, cute, tire, up, rice, pure, ice, ire, cure; out, bout, at, boat, bat, oat, to, but, tab, etc. Do not expect all these.)
- What is the name of the country you live in? the name of the town or city you live in or the one nearest to you?
 - Describe two ways in which you could make a picture of the house you live in. (photograph or camera, painting, drawing, etc.)
- Write three or four interesting words instead of *said* in the following sentence: "Run, run! Run for your life!" said the hunter. (cried, shouted, screamed, called, yelled, etc.)
- Write two more words, which like *wrote* and *write*, begin with silent *w*. (wrong, wrist, wren, etc.)
 - Write two more words, which like *knew*, begin with silent *k*. (know, knight, kneel, etc.)
- Some Riddles*
 - You can find me in a cemetery, and I am sometimes used to describe a nasty dog. What am I? (cross)
 - I sound as if I end in *z* but my last letter is the same as my first, and it's not *z*. (says)
 - I'm the finish to many words. (end)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: send, country, wrote, buy, says, knew

MOST COMMONLY MISSPELLED WORDS REPEATED FROM BOOK 2: about, said, write

2. Miss Smith's pupils **write** stories today, but yesterday they **wrote** stories.

Find two other pairs of words like these in the list. Write them in two rows, like this:

Today
write

Yesterday
wrote

3. Write **picture** and **knew**. Look carefully at them and be sure you know how to spell them. Draw a box around **ct** in **picture**, and circle the **k** in **knew**. Write the two words again.

4. **Find and write:**

- two words with **ou**. Listen for the different sounds of these vowels in these two words.
- three words, each with a silent **e** at the end.
- three words, each beginning with a silent consonant. Do not forget these silent letters.
- a word that means the same as **land**.

5. Write the words from the list which rhyme with **end**, **white**, and **note**.

6. Write a story about Canada which you would like to put in the book Miss Smith's class made. Tell Juniors in another country about Fun at School, Games We Play, or Winter in Canada. Be sure to check your spelling.

TWO OF A KIND



When these two letters are side by side in a word, they say their name.

queen

feet

teeth

sheep

bee

feed

keep

week

deer

asleep

need

been

green

1. Write the word **feet**. Now write the other ten words in alphabetical order. Use your coloured pencil to box the double vowels in each word.
2. Some of these words are names of people, animals and things. Write these name words. How many did you write?
 - Two of these words are the names of animals. Notice that they can mean just one animal or many animals. Write these two words.
 - Write a sentence beginning, **The deer is** _____
 - Write a sentence beginning, **The sheep are** _____
 - Two of these words are parts of our bodies. Write these two words. Did you notice that each of these words means more than one of the part that it names? Say to yourself the words that would mean just one of these parts of the body.

SUGGESTIONS FOR TEACHERS, UNIT 15

Teaching the Words

The words in this unit have been chosen to illustrate the *ee* sound. In the word *been* the *ee* combination is sometimes pronounced differently. Do not draw attention to the fact that *need*, *week*, *deer* and *feet* all have homonyms, in which the *ee* sound is spelled *ea*, but be prepared to concede this point to observant pupils. In teaching these words, however, do point out the fact that in English the *q* is always followed by *u*; also point out the consonant partners *th* in *teeth*, and *sh* in *sheep*, and the blend of *g* and *r* in *green*. Have pupils pronounce these words carefully, with particular attention to the final consonant sound in *feet* and *feed*. Coloured chalk on the chalkboard might emphasize these points.

Doing the Exercises

Ex. 1: been, deer, feed, green, keep, need, queen, sheep, teeth, week

Ex. 2: queen, feet, teeth, week, sheep, deer (possibly feed and green will also be classed as name words.); six or eight; sheep, deer; feet, teeth

Ex. 3: green; sheep; week; feed; queen; teeth

Ex. 4: queeN-Need-DeeR-gReen; weeK-Keep-sheeP; Feed-Feet-Teeth-keep. (The letters common to two words in succession are capitalized.)

The directions should be stressed. In the third puzzle there is no clue to the word *keep*, other than the fact that all the other words of the unit have already been used once. Correct the exercise by drawing the puzzles on the chalkboard; have pupils fill in the missing letters.

Ex. 5: feel, beet (stress - a vegetable), weep, greet

Re-teaching

Use the exercises "For Poor Spellers" as a basis for re-teaching. The other pupils may be assigned the work "For Good Spellers", or other related work. Dictate a final test of all the words in the unit to all pupils. Record pupils' scores to determine which words will require re-teaching in succeeding units.

FOR POOR SPELLERS

1. Write the word that has each of these pairs of letters: *qu*, *gr*, *sh*, *th*. Underline the pairs. (queen, green, sheep, teeth)
2. Find and write the words that
 - begin with the consonants *f*, *b*, *n*. (feed, feet, been, need)
 - end with *r*, *p*, *k*. (deer, keep, sheep, week)
3. Write the word from the list that makes you think of: days, dentist, shoes, a crown, wool. (week, teeth, feet, queen, sheep)

4. ● Write three words that rhyme. (queen, been, green)
 ● Write two words that rhyme. (feed, need; keep, sheep)
 ● Now write two other words that rhyme. (keep, sheep; feed, need)
5. *Some Word Games* – What am I?
 ● I live in a palace and wear a crown. (queen)
 ● In summer you see me in leaves and grass. (green)
 ● People have two of me, but bees have six. (feet)
 ● I begin on Sunday and end seven days later. (week)
 ● You have me, but hens don't. (teeth)

FOR GOOD SPELLERS

1. ● A bee is an insect that can sting. Write *bee*. Name three other insects that sting people. (wasp, hornet, mosquito, black fly, sand fly, etc.)
 ● What is the home of bees called? What do they make there? (hive, honey)
2. Write *asleep*. What is a word that means the same as *asleep*? What is a word that means the opposite? (sleeping, awake)
3. Make new words from
 ● *keep* to name a person who looks after animals in a zoo. (keeper)
 ● *feel* to name a part of an insect. (feeler)
 ● *feed* to tell where small chicks get food. (feeder)
 ● *sheep* to name a person who looks after sheep. (shepherd)
 ● *deer* to name deer that are used by Santa Claus to pull his sleigh. (reindeer)
4. At least three words in the list can be spelled another way without changing their pronunciation. Write these words and beside them write the new words that sound the same but are spelled differently. Use the new words in sentences. (deer-dear; week-weak; been-bean; feet-feat)
5. Write these present words: keep, feed, need, sleep. Beside each word write its past form. Use each past form in a sentence. (kept, fed, needed, slept)

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME: week

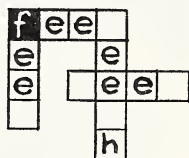
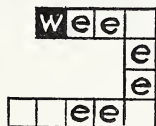
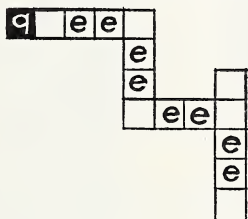
MOST COMMONLY MISSPELLED WORD REPEATED FROM BOOK 2: been

3. From the list, write the word that:

- is a colour.
- is a woolly animal.
- means the same as **seven days**.
- means **to give food**.
- means **a person who wears a crown**.
- tells what you should brush after each meal.

4. Word puzzles

On your paper write the words needed in these puzzles. Use each word in the list **just once**. Start with the black squares.



5. Word arithmetic

- feet - t + l =
- been - n + t =
- week - k + p =
- green - n + t =

6. REMEMBER

week — means seven days

queen — **q** is **always** followed by **u**

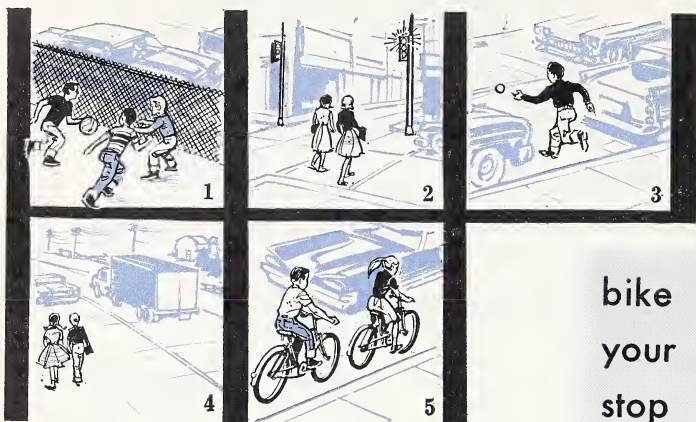
deer — means an animal or animals.

- Write **week**, **queen**, and **deer**.



SAFETY RULES

1. What safety rule does each picture show?
Write a safety rule for each picture.



bike
your
stop
always
light
coming
never
right
across
behind
left

ears
forget

2. From the list, write:
- two words that rhyme.
 - a short word for bicycle.
 - two words that are the opposite of each other.
 - two other words that are the opposite of each other.
 - the opposite of **dark**.
 - the opposite of **in front of**.
 - a four-letter word meaning the opposite of **start**.

SUGGESTIONS FOR TEACHERS, UNIT 16

Introducing the Words

Since safety rules are part of the safety program in every school and classroom, the theme of this unit will be familiar to pupils. Discuss with the children the safety rules that are being observed or broken in the five pictures. As pupils use the words of the list during the discussion, write them on the chalkboard. By questioning, elicit any of the spelling words that are not mentioned. As in Unit 14, the words in this unit are grouped around a subject, rather than around a phonic principle. However, before assigning the exercises, you may want to lead the pupils to discover certain similarities and distinguishing characteristics among the words: the silent *gh* in *light* and *right* (they rhyme); the silent *e* in *bike*; the double *s* in *across*; the small word *ever* in *never*; the *st* consonant blend in *stop*; the single *l* and small word *ways* in *always*; and the *ou* vowel combination in *your*. Be sure that pupils pronounce clearly the final *t* in *left*.

Doing the Exercises

Ex. 1: Emphasize that a slogan should be short, crisp and commanding.

Ex. 2: light, right; bike; always and never, right and left; light; behind; stop

Ex. 3: The jingle should read: Stop, look and listen
Before you cross the street.
Use your eyes, use your ears,
And then use your feet.

Ex. 4: fight, night, might, right, tight, sight; step

Ex. 5: our, ever or eve, top, cross

Testing and Re-teaching

Use safety rules for dictating the words of the list in context: *Never* run from *behind* parked cars. *Always* obey the traffic *light*, etc. Check the pupils' marking of the dictation and make the usual record of difficulties, so that you will know which words to re-teach.

If you used the theme of the unit for the main presentation of the words, in re-teaching stress the similarities and characteristics of the words mentioned above. Pupils who made no mistakes in the dictation may be assigned the work "For Good Spellers", or related language work, at your discretion.

FOR POOR SPELLERS

1. Find and write the word with: *ss*, *ys*, *be*, *ft*, *st*, *gh*, *er*. Underline these letters. (*across*, *always*, *behind*, *left*, *stop*, *right* or *light*, *never*)
2. Write *come*. Draw a line through the *e* and add *ing*. Write a sentence using *come* and asking a friend to visit you.

3. Write the words that mean the opposite of: go, wrong, never, in front of. (come, right, always, behind)
4. Write the word that has in it the small word *cross*; the small word *be*; the small word *ways*. (across, behind, always)
5.
 - What has two wheels and a brake? (bike)
 - What turns from green to orange to red? (stop or traffic light)
 - Which foot do you put forward first when walking? (right or left)
 - Which hand do you use to signal a left turn? (left)
 - On which side of the road should a bicycle be ridden? (right)

FOR GOOD SPELLERS

1.
 - Write the extra word *ears*. Write the names of other things which, like ears, you have in pairs. (hands, feet, arms, eyes, etc.)
 - Write the names of two things that you have more than two of. (fingers, toes, teeth, bones, etc.)
2.
 - Write *forget*. Write the two smaller words that make *forget*. What flower has *forget* in its name? (forget-me-not)
 - Write the word that means the opposite of *forget*. (remember)
 - Make a list of things that you should not forget to bring to school with you. (Accept pupils' lists.)
3. Write two safety rules for each of these: Safety in the Home, Safety in the Water, Safety in Sports.
4. Right and left name opposite sides. Each of these words also has another meaning. Use each of these words in a sentence to show its other meaning. (right, meaning correct; left, meaning departed or remaining)
5. List the names of all parts of a bicycle that you know. (wheels, handlebars, spokes, crossbar, etc.)
6. Make short rhymes by completing these:

Always when you work or play,

Be careful when your bike you ride,

Never against the red light go,

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: always, never, right, across

MOST COMMONLY MISSPELLED WORD REPEATED FROM BOOK 2: your

3. Say this safety jingle to yourself:









,





and



Before you  the .

Use your  ,  , use your  ,  ,

And then use your  .

Write this jingle in your book. Many of the words you need are in the word list. You will also need: listen, eyes, look, street, feet, cross.

4. • Write four new words by using different letters for **l** in **light**. Say these new words to yourself.
• Write **stop**, and write a new word by changing the vowel.
5. Write each of these words and beside it write a smaller word that you see in it.
your, never, stop, across
6. Write **always**. Remember that **always** has only one **l**.
7. Write another safety rule about two people riding on one bike.

Do not forget your safety rules !

Be careful in spelling, too !



The eyes of the wise old owl are like two **o**'s side by side.

He says **hoot, hoot**

Hear the sound of the double vowels **oo**. But they do not always sound the same.

Row 1

too

school

zoo

food

poor

soon

Row 2

cook

foot

woods

Row 3

door

floor

shoot

wool

Say the words in Row 1 to yourself. Hear the **oo** sound. Now say the words in Row 2, and then the words in Row 3.

Hear the different sounds for **oo**.

1. • In what row would the word **noon** belong?
- Write **noon**, and the last three words from its row, in alphabetical order.
- In what row would the word **look** belong? Write **three** words from that row in alphabetical order.

SUGGESTIONS FOR TEACHERS, UNIT 17

Teaching the Words

The eyes and hoot of the owl are used to create interest in the double vowel sound *oo* of the words in this unit. The words are arranged in three columns to allow for the variations in the sound of *oo*. Have pupils read and pronounce correctly the words in each row. Draw attention to the differences in the pronunciation of the *oo* sound. Also draw attention to the meaning and use of *too*, to the *sch* in *school*, and to the *fl* blend in *floor*. Have pupils write *zoo*, noting carefully the formation of *z* which is not too often found in the word list, especially as an initial letter.

Doing the Exercises

Ex. 1: Row 1: food, noon, poor, soon; Row 2: cook, foot, woods

Ex. 2: cookbook; cool, fool, pool, tool, spool, etc.; poorer, poorest, sooner, soonest. Within each group the sound of *oo* remains the same.

Ex. 3: door, woods, floor, school. Note that the *oo* sound is emphasized by being placed in the centre of each jumble.

Ex. 4: zoo; too; school; woods; poor; soon. Instruct the pupils to use a word only once. Be sure that the word *too* is used to mean *also*.

Ex. 5: combines research and discussion on a science topic with spelling and composition. Post some of the better paragraphs on the bulletin board.

Dictating

Dictate the words in sentences in the order in which they appear in the unit word list. For the test at the end of the unit, to be dictated to all pupils, dictate the words in a different order.

FOR POOR SPELLERS

1. Find and write
 - two words, each with three letters. (zoo, too)
 - two words, each with five letters. (woods, floor)
 - one word with six letters. (school)
 - the six words with four letters. (food, poor, soon, cook, foot, door)
2. Write an answer to each of these questions, using words from the list.
 - Where might you give food to wild animals? (zoo or woods)
 - Where else might you see wild animals? (woods or zoo)
 - In what building are you now? (school)
 - When will you be finished with this exercise? (soon)
3. *Some Word Games*
 - Take one letter from *spoon* and you have a word in the list. (soon)

- Change one letter in *door* and you have another word in the list. (poor)
 - Add a letter to *too* and you'll have a word which rhymes with another word in the list. (took – cook)
4. In a sentence tell
 - what part of the room you walk on. (floor)
 - where you go to learn. (school)
 - what you use to kick with. (foot)
 - what you eat. (food)

FOR GOOD SPELLERS

1.
 - Write *wool*. What animal supplies wool? (sheep)
 - Name three things that are made from wool. (sweaters, coats, dresses, blankets, etc.)
2.
 - Write *shoot*. Name two objects that are used to shoot with. (rifle, pistol, gun, bow, cannon, etc.)
 - Explain the meaning of *shoot* in "The tree let out a new shoot."
3. Write two words that sound the same as *too*. Use them in sentences to show their meaning.
4.
 - List three or four animals you might see in a zoo.
 - List three or four animals you might see in the woods near your home.
5. Add consonants to *too* to make words meaning
 - a piece of equipment. (tool)
 - a sound of a whistle or horn. (toot)
 - something in your mouth. (tooth)
6. Make a list of special words that you may wish to use in writing about an owl.

MOST COMMONLY MISSPELLED WORDS REPEATED FROM BOOK 2: too, school

2. • Write **cook**. Write a new word by adding to **cook** another word that rhymes with **cook**.
- Make as many words as you can by using another letter or letters for **sch** in **school**.
 - You can make new words by adding **er** and **est** to two of the words in the list. Find these two words, and write the four new words.

3. Word puzzles

What word is each of these jumbles?

r	d s	r l	l h
o o	o o	o o	o o
d	w	f	c s

4. Some riddles

What word am I?

- Animals live in me.
- Pupils work in me.
- I mean the opposite of rich.
- I mean in a little while.
- I mean also.
- I am a forest.

5. Write a story about the owl. Tell where he lives, how large he is, what he eats, and how he helps us. Words from the list like **woods** and **food** may be useful in your story.

Be as wise as the owl!
Look carefully at the words in
Your Own Spelling List.



LOOK AT THESE WORDS AGAIN

right	weather	school	week
knew	floor	send	your
beautiful	across	write	always
teeth	asked	wrote	says
learn	tomorrow	behind	because
never	country	buy	light

1. Draw two columns on your page, like this:

a to k

|

l to z

- In the column on the left write all the words that begin with any letter from **a** to **k**.
- In the other column write all the words that begin with any letter from **l** to **z**.

2. From the words in the list, write:

- four words with double vowels (**oo** or **ee**).
- two words in which a final **e** makes the middle vowel say its own name.
- the word with the silent **k**.
- two words that sound the same but are not spelled the same. Show that you know the meaning of each of these two words.

SUGGESTIONS FOR TEACHERS, UNIT 18

Teaching the Words

Your approach to the teaching of the words in this unit will depend on your class. You may know which words have caused difficulty, and may therefore proceed to teach them without previous testing. On the other hand, you may wish to dictate all the words in the unit at the beginning of the review period, and so eliminate those words which all your pupils can already spell. A pre-test will also sort out those pupils who can spell all the words correctly and should therefore be excused from further study of the unit.

The words which your students will have to study will determine your grouping of the words for re-teaching. However, the following suggestions may be useful:

words containing double vowels – *teeth, floor, school, week*

words containing double consonants – *across, tomorrow*

words with silent *gh* – *right, light*

words with a silent first letter – *knew, write, wrote*

words with silent *a* – *beautiful, learn, weather*

words in which pupils can find other complete words – *knew, learn, never, across, tomorrow, behind, your, always, because*

words ending in silent *e* – *write, wrote, because*

Pupils may suggest other groupings.

Pupils should be encouraged to look closely at words. They should ask themselves the following questions: What is the correct pronunciation of the word? Is the word spelled as it is sounded? What parts, if any, are not spelled as they are pronounced?

Doing the Exercises

The exercises in this unit require pupils to apply their knowledge of phonics to the spelling of the words, to find word meanings, and build new words.

For Ex. 1 have pupils write the letters of the alphabet across the chalkboard. Have someone draw a vertical line between *k* and *l*. This will help pupils decide in which part of the alphabet to place the words. Answers: *a* to *k*: *knew, beautiful, floor, across, asked, country, behind, buy, always, because* (10); *l* to *z*: *right, teeth, learn, never, weather, tomorrow, school, send, write, wrote, week, your, says, light* (14).

Ex. 2: *teeth, floor, week, school; write, wrote; knew; right and write*

Ex. 3: *ways, sent, asked, know, cause, earn*

Explain Ex. 4 carefully before assigning it for seatwork. (*because, across, teeth, floor, learn*)

Re-teaching

Continue to dictate the words to a diminishing number of pupils,

gradually eliminating the words which are spelled correctly. Towards the end of the review period the teaching should become almost an individual matter. Pupils having difficulty with specific words should have large cards with the words written or printed on them to study or trace with chalk, crayon or their index fingers.

As a final activity dictate all the words again to all pupils. Emphasize the importance of neat, careful writing. The following sentences may be used as context for the final dictation.

1. *Always write neatly.*
2. *That is a beautiful country.*
3. *He knew the right answer.*
4. *Did you send the letter you wrote?*
5. *He tiptoed across the floor.*
6. *Last week the weather was unpleasant.*
7. *He will buy a new book tomorrow.*
8. *We learn to spell at school.*
9. *Always brush your teeth after every meal.*
10. *Place a light behind that chair.*
11. *John says that he asked the question earlier.*
12. *He never has mistakes because he studies.*

Record the results of this test in your pupil record. Have the pupils record any words in which they had errors in their own spelling list. Re-teach in succeeding units any words that were still misspelled. Do not be unduly worried if total mastery is not achieved.

EXTRA HELP

Ex. 1: right, light

Ex. 2: teach – learn; read – write; today – tomorrow; in front of – behind; chew – teeth; sell – buy

Ex. 3: right; week; learn; knew; school

Ex. 4: lighted, lights, lighting; asked, asks, asking; learned, learns, learning

Ex. 5: across, asked, always; beautiful, behind, buy, because

FOR GOOD SPELLERS

Answers will vary from pupil to pupil. Ex. 1: best, beach, bear, ball, etc.; handful, cupful, lawful, awful, etc.; fair, lovely, etc.; beauty.

Ex. 3: right, meaning direction and correct; light, meaning illumination and not heavy.

MOST COMMONLY MISSPELLED WORDS REPEATED FROM BOOK 2: school, write, your, because

TESTS TO BE USED AT MID-TERM IF SO DESIRED

If desired, the second set of survey tests may be used at this time to aid in the regrouping of your pupils for spelling instruction. These tests include words chosen at random from Units 19 to 40, and their use should thus indicate the degree of difficulty that your pupils may experience as they continue with Book 3. If you decide to use some or all of these tests, it is suggested that they be given on successive days.

Test 1

Dictate the word, then the sentence, and then the word again. Pupils are expected to write only this word.

- | | |
|--------------|--|
| 1. flag | - Our <i>flag</i> is red, white and blue. |
| 2. merry | - The children had a <i>merry</i> Christmas. |
| 3. fight | - Do not <i>fight</i> with your friend. |
| 4. drink | - Have a <i>drink</i> of cold water. |
| 5. money | - We paid for the parcel with paper <i>money</i> . |
| 6. didn't | - I <i>didn't</i> want to go to bed. |
| 7. eight | - I go to bed at <i>eight</i> o'clock. |
| 8. oil | - We have an <i>oil</i> furnace. |
| 9. Friday | - <i>Friday</i> is the last school day. |
| 10. our | - We ate <i>our</i> cake. |
| 11. field | - The <i>field</i> is quite dry now. |
| 12. March | - <i>March</i> is a spring month. |
| 13. began | - The snow <i>began</i> to melt. |
| 14. still | - It was <i>still</i> cold. |
| 15. lines | - The boy drew three <i>lines</i> on his page. |
| 16. till | - Black bears sleep <i>till</i> spring. |
| 17. or | - The squirrel eats acorns <i>or</i> other nuts. |
| 18. friend | - I am his good <i>friend</i> . |
| 19. heard | - I <i>heard</i> him chattering. |
| 20. until | - Wait <i>until</i> I come. |
| 21. aunt | - My <i>aunt</i> is visiting us. |
| 22. third | - I can spell the <i>third</i> word. |
| 23. half | - I ate <i>half</i> the apple. |
| 24. Saturday | - <i>Saturday</i> is a holiday. |
| 25. from | - The boy came <i>from</i> Scotland. |

Test II

- | | |
|--------------|--|
| 1. box | - I have a <i>box</i> of candy. |
| 2. different | - The colour is <i>different</i> . |
| 3. skate | - We <i>skate</i> in winter. |
| 4. air | - The <i>air</i> is clear and cold. |
| 5. colour | - What <i>colour</i> is the sky? |
| 6. isn't | - It <i>isn't</i> blue today. |
| 7. great | - My <i>great</i> grandfather is seventy-five years old. |
| 8. truck | - The <i>truck</i> carries a ton. |
| 9. Monday | - <i>Monday</i> is washday. |

- | | |
|--------------|---|
| 10. truly | - I am <i>truly</i> glad. |
| 11. often | - How <i>often</i> did you write your spelling? |
| 12. May | - <i>May</i> comes before June. |
| 13. last | - I saw you <i>last</i> night. |
| 14. hundred | - There are one <i>hundred</i> cents in a dollar. |
| 15. gone | - All the clouds have <i>gone</i> . |
| 16. any | - Have you <i>any</i> chalk? |
| 17. off | - I rubbed it <i>off</i> the board. |
| 18. monkey | - The <i>monkey</i> chattered away. |
| 19. should | - You <i>should</i> feed him. |
| 20. electric | - Turn on the <i>electric</i> fan. |
| 21. kept | - My sister <i>kept</i> the ring. |
| 22. chain | - The door had a <i>chain</i> on it. |
| 23. o'clock | - I came home at three <i>o'clock</i> . |
| 24. spring | - <i>Spring</i> is a beautiful season. |
| 25. hunting | - I do not like to go <i>hunting</i> . |

Test III

- | | |
|---------------|--|
| 1. pencil | - My <i>pencil</i> is sharp. |
| 2. better | - It writes <i>better</i> than yours. |
| 3. winter | - It's a cold <i>winter</i> . |
| 4. outside | - There is snow <i>outside</i> . |
| 5. candy | - This is a sweet <i>candy</i> . |
| 6. pick | - Will you <i>pick</i> the one you like? |
| 7. face | - The clock has a <i>face</i> . |
| 8. ready | - I am <i>ready</i> to go. |
| 9. Thursday | - <i>Thursday</i> follows Wednesday. |
| 10. sick | - My dog was <i>sick</i> . |
| 11. nest | - The bird was in the <i>nest</i> . |
| 12. September | - School opens in <i>September</i> . |
| 13. father | - My <i>father</i> helps me with my spelling. |
| 14. fly | - Can you <i>fly</i> a kite? |
| 15. knife | - The <i>knife</i> is sharp. |
| 16. shall | - I <i>shall</i> not use it. |
| 17. must | - You <i>must</i> not call out. |
| 18. under | - Whose dog is <i>under</i> the table? |
| 19. together | - We are going <i>together</i> . |
| 20. pair | - I have a <i>pair</i> of skates. |
| 21. caught | - We <i>caught</i> two fish. |
| 22. sorry | - I am <i>sorry</i> you can't come. |
| 23. snake | - The <i>snake</i> had a beautiful red and green skin. |
| 24. June | - <i>June</i> is a lovely month. |
| 25. own | - I <i>own</i> two toy trains. |

Test IV

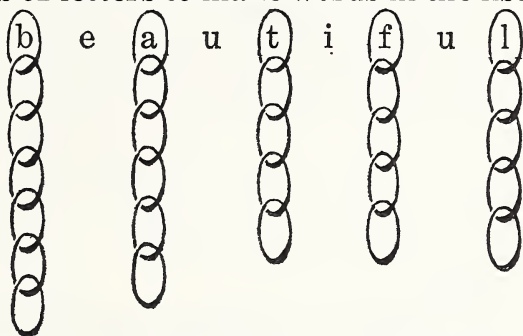
- | | |
|------------|---|
| 1. guess | - Can you <i>guess</i> the answer? |
| 2. letter | - I got a <i>letter</i> yesterday. |
| 3. several | - There were <i>several</i> stamps on it. |

- | | |
|--------------|---|
| 4. lots | - I have <i>lots</i> of Canadian stamps. |
| 5. phone | - Please <i>phone</i> me today. |
| 6. I'm | - <i>I'm</i> ready to go. |
| 7. hair | - Comb your <i>hair</i> . |
| 8. rope | - Can you skip the <i>rope</i> ? |
| 9. Sunday | - We go to church on <i>Sunday</i> . |
| 10. hope | - I <i>hope</i> you are well. |
| 11. wind | - The <i>wind</i> is cold. |
| 12. February | - <i>February</i> is a winter month. |
| 13. their | - The children wear <i>their</i> heavy coats. |
| 14. draw | - John will <i>draw</i> a man. |
| 15. two | - I will draw <i>two</i> men. |
| 16. could | - Jenny <i>could</i> not draw a dog. |
| 17. yet | - I am not ready <i>yet</i> . |
| 18. king | - The <i>king</i> wore a crown. |
| 19. once | - <i>Once</i> upon a time there was a wicked witch. |
| 20. world | - The <i>world</i> is round. |
| 21. does | - Who <i>does</i> not want to swim? |
| 22. rest | - The <i>rest</i> can stay at home. |
| 23. river | - The <i>river</i> is deep and wide. |
| 24. uncle | - My <i>uncle</i> has a boat. |
| 25. also | - He <i>also</i> has a big truck. |

3. Word arithmetic

- always — al =
- ask + ed =
- because — be =
- send — d + t =
- knew — ew + ow =
- learn — l =

4. Write **beautiful**. From the word **beautiful**, hang chains of letters to make words in the list.



Beginning with **b** — a word that is used to answer the question why.

Beginning with **a** — a word that means **on the other side**.

Beginning with **t** — you chew with these.

Beginning with **f** — you walk on this.

Beginning with **l** — a word that tells what you do in school.

5. Answer these questions, using the words in heavy type in your answers:

- What is the **weather** like **today**?
- What is the name of our **country**?
- Will you come to **school** on time **tomorrow**?

Extra Help

1.
 - Make a list of any words in Your Own Spelling List which are also in the word list for this unit. Be sure you spell each word correctly.
 - Write two words from the list which end in **ight**.
2. Often words go in pairs. Write each of these words, and beside it write a word from the list that goes with it, like this: **my** and **your**

teach

read

today

in front of

chew

sell

3. Some riddles

- I am the opposite of **wrong**. What am I?
 - I am made of seven days. What am I?
 - I begin with **l** and end with **n**. What am I?
 - I begin with silent **k**. What am I?
 - I begin with three consonants. What am I?
4. Write **light**, **ask**, and **learn** in a column.
 - Write three new words beside each by adding **ed**, **s**, and **ing**. Say each new word to yourself.
 5.
 - Write all the words in the list which begin with **a**.
 - Write all the words which begin with **b**.Check to see that you have spelled these words correctly.

For Good Spellers

1. **Beautiful** is an interesting word.
 - Write as many words as you can beginning with the first two letters of **beautiful**.
 - Write as many words as you can ending with the last three letters of **beautiful**.
 - Find and write at least two other words which mean about the same thing as **beautiful**.
 - Write the root word from which **beautiful** is made.
2. • Write **asleep**. Hang chains of letters from **asleep** to make words which you choose yourself.
 - Play the same game with **wool**.
3. **Right** and **light** each have more than one meaning. Use each of them to show two different meanings.
4. Pretend that you are a school. Write a short story about some of the things which happen in you.



REMEMBER to keep your own list of hard words which are not in your speller but which you find you want to use in your writing. Study these words by climbing the Six Steps to Good Spelling.

PLURALS

child	box	desk	
flag	chair	game	breakfast
paper	friend	class	seat
guess	pencil	wish	

One and more than one

1. Each word in the list means just one person, or just one thing. To make a word mean more than one—to make it plural—you often add just an **s** to the word.
 - Write **flag**. Make **flag** mean more than one by adding **s**.
 - Do the same with **game**, **chair**, **friend**, **desk**, **paper**, **pencil**.
2. • Sometimes words that mean just one already end in **s**, **x**, or **sh**. To these words you add **es** to make them mean more than one.
 - Do this to write the plural of **guess**, **box**, **class**, **wish**.
3. Only the word **child** in the list does not change by adding **s** or **es** to it. Write the word that means **more than one child**. Look back to Unit 4, if you are not sure how to spell this word.

SUGGESTIONS FOR TEACHERS, UNIT 19

Teaching the Unit

In this unit three basic ideas are developed in addition to the teaching of the words in the list: (1) Many singular words are made plural by adding *s*. (2) Some singular words that already end in *s* or *sh*, or the *s* or *sh* sound, are made plural by adding *es*. (3) A few words are irregular in the plural form.

One by one write the words of the list on the chalkboard. The silent *u* in *guess* should be stressed as pupils note that this word begins with a hard *g*, followed by a silent *u*. What purpose does *u* serve? To keep *g* hard. The silent *u* should not suggest *q*, for *qu* produces a sound quite different from the hard *g* in *guess*. *Child* and *chair* both begin with the consonant partners *ch*. The silent *i* in *friend*, and the *s* sound of *c* in *pencil* should also be noted.

Use rulers, dishes (or pictures of dishes), and stick men, drawn on the chalkboard, to illustrate the three ways of forming plurals. Have pupils phrase simple sentences using *ruler* and *rulers*, *dish* and *dishes*, *man* and *men*. Introduce the word *plural* as meaning more than one. Write the word *plural* on the chalkboard. The word *singular* is not used in the pupils' text and it may be omitted entirely. Do not at this time complicate the lesson further by introducing such plural forms as *parties*, *loaves*, etc. However, you might introduce the forms to good spellers, at your own discretion.

Doing the Exercises

Ex. 2: Pupils should hear the extra syllable when *es* is added to words ending in *s*, *sh*, or the *s* or *sh* sound.

Ex. 6: Write on the chalkboard words which children want to use and which are not in the list. Instruct pupils to proof-read their work carefully.

Testing and Re-teaching

As usual, dictate the words in sentences, but require pupils to write only the words from the list.

Base your re-teaching techniques on the type of error made by your pupils. For example, if *friend* was misspelled, stress again the silent *i* and the two consonants at the end of the word.

FOR POOR SPELLERS

1. From the word list, write the word that
 - means all the children in your school room. (class)
 - means something you play. (game)
 - names something used in writing. (pencil)
 - often flies in front of your school. (flag)
2. ● Write two words that have a silent *i*. (chair, friend)

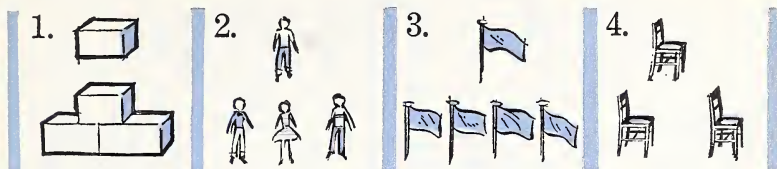
- Write two words that have an *s* sound, but no letter *s*. Draw a line under the letter that has the *s* sound. (pencil, box)
- 3. ● Write the word in which one consonant is silent. (guess or class)
- Write all the words that end in two consonants. (child, guess, class, friend, wish, desk)
- Write the words that begin with *cl*, *fr*, *fl*, *gu*. (class, friend, flag, guess)
- 4. ● Write *flag* and *game*. Take *fl* from *flag* and *g* from *game*. Now make new words by exchanging *g* and *fl*. (flame, gag)
- Write *pencil* and another word made by taking off the last three letters. (pen)
- Write *guess*. Make another word by changing the last letter to *t*. (guest)

FOR GOOD SPELLERS

1. ● Write *seat*. Write the names of three objects which are used as seats. (chair, bench, stool, chesterfield, sofa, etc.)
- Write *breakfast* and the names given to other meals in the day.
- Write two words that begin with *break*; that end in *front*. (breakfast, breakdown, breaker; waterfront, lakefront, forefront)
2. Write the names of five things that you see in the classroom. Now write the plurals of these words.
3. Most words are made plural by adding *s*, but many words make their plurals in other ways. Write the plurals of:
 - deer, goose, mouse (deer, geese, mice)
 - man, woman (men, women)
 - ox, child (oxen, children)
4. Of what words are these the plural forms?
 - feet, moose, potatoes (foot, moose, potato)
 - brethren, cisterns (brother, cistern)
5. Write a word
 - in which *ie* spells long *e* (niece, siege, wiener)
 - made from *chair* by adding another word (chairman, arm-chair)
 - which makes its plural by changing *f* to *v* and adding *es* (wolves, etc.)
6. A *Guessing Game*
 - I am red, white and blue. My name is written as two words. (Union Jack)
 - I make marks on paper by turning a little ball at one end of me. (ball point pen)
 - Cinderella's fairy godmother let her have one of me. (a wish – or even a glass slipper, or a golden coach – or a prince)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: guess, friend

4. Write what you see in each of these pictures, like this: 1. **one box, three boxes.**

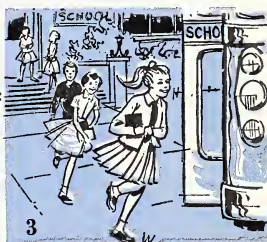


5. Be careful

- **guess** has a silent letter. Write **guess** and circle this letter. Write the plural of **guess**.
- **friend** has a silent letter. Write **friend** and circle this letter. Write the plural of **friend**.
- **pencil** has a letter that sounds like **s**, but is not **s**. Write **pencil** and draw a box around this letter. Write the plural of **pencil**.

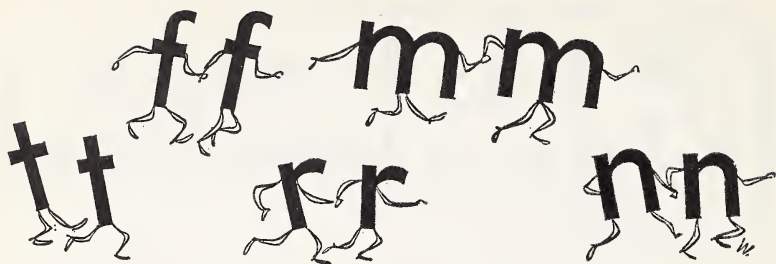
MY SCHOOL DAY

6. What are some of the things these pictures tell you about? Which words from the word list could you use to talk about these pictures?



- Write a story about one of the children missing the bus. Check the spelling in your story.

MORE DOUBLE LETTERS



Look carefully at the words in the list. They are all alike in a special way. In what way are they all alike?

kitten

letter

dinner

merry

summer

better

puppy

getting

sorry

tomorrow

cotton

different

1. Write these words and draw a coloured line under the double letters.
2. To help you with spelling, you should learn to break words into parts.
 - Write the words in the first row again. Break them into parts by drawing a line between the double consonants.
 - Read these three words slowly. Where do you break each word when you say it?

SUGGESTIONS FOR TEACHERS, UNIT 20

About the Unit

As a preparation for the unit, teach or review these generalizations about syllabication: (1) When a word is divided into syllables, it is usually divided into its main parts. [You will remember the exception of some compound words, in which the main parts may be larger than syllables. Do not mention this exception at this time, or use examples illustrating it, e.g., *tomorrow*.] (2) Each syllable has one vowel sound. [Do not point out exceptions like *model* and *cattle*, where no vowel sound is actually heard in the second syllable. In teaching *different*, do not exaggerate the pronunciation, but make sure that pupils divide the word into three syllables.] (3) Division into syllables of words with twin consonants that are preceded and followed by vowels is usually between the twin consonants.

To introduce the words of the unit, say the word *kitten* to the pupils. "How many vowel sounds do you hear?" Write the word on the chalkboard. If pupils have already had experience in syllabication they should tell you that the division comes between the two *t*'s. If not, tell them. Follow the same procedure with *summer* and so on through the list. Since *tomorrow* and *different* have three syllables each, you will have to help children find the division points following *to* and *fer* – *to/mor/row*, *dif/fer/ent*. You may wish to show pupils how *getting* is formed from *get*, and extend their spelling experience by having them add *ing* to *pet*, *let*, *sit*, *run*, *pin*, *swim*, etc.

Doing the Exercises

Ex. 3: *to/mor/row*

Ex. 4: *dif/fer/ent*

Ex. 5: letter, better; different; getting; sorry; summer

Ex. 7: kitten, merry, different, better. Note that the double consonants are together in the jumbles. Actual wooden blocks or cards with letters on them might be used for this exercise with poor spellers.

Dictating and Re-teaching

Dictate the spelling words in sentences.

Use the work "For Poor Spellers" to re-teach only the words that were misspelled in the dictation. During the re-teaching lesson, remind pupils to use the six study steps in learning the words. You may have to dictate and re-teach two or three times until you are satisfied with the grasp your pupils have of these words.

FOR POOR SPELLERS

1. ● Find and write the word that has each of these small words: *bet*, *sum*, *let*, *row*, *get*, *ten*. (better, summer, letter, tomorrow, getting, kitten)
- Find and write the words in which *r* is used together with a vowel. Look back to Unit 8 to help you. Underline the two

letters. (merry, letter, summer, dinner, sorry, better, tomorrow, different)

2. ● What is the warmest time of the year? (summer)
● What is a baby cat called? (kitten)
● What is the evening meal called? (dinner)
3. ● Write *dinner* after the number of each thing which you might eat for dinner: (1) meat (2) bread (3) porridge (4) deer. (Accept pupils' opinions here.)
● Write *kitten* after each word which could tell about a kitten: fluffy, tiny, white, huge.
● Write *merry* with the holiday it is usually used to describe: Hallowe'en, Easter, Christmas.
4. Answer with a word from the list:
● What day comes after today? (tomorrow)
● Are arithmetic and spelling the same or different? (different)
● Are you glad or sorry when an animal is hurt? (sorry)

FOR GOOD SPELLERS

1. ● A *kitten* is a baby cat. What would you call a baby lion? a baby dog? a baby horse? (cub, puppy, colt)
● Write two other words that mean almost the same as *merry*. (gay, happy, joyful, etc.)
● Write *cotton*. Cotton is used to make cloth. Name two other things from which cloth is made. (flax, silk, wool, nylon, etc.)
2. Use the letters of the word *different* to make as many other words as you can. Now do the same with the letters of *tomorrow*. (deer, rent, reed, differ, ten, dent, fire, red, reef, fed, tend, feet, tire, drift, fir, etc.; row, root, tow, rot, rotor, mow, motor, worm, or, to, etc.)
3. Both *summer* and *tomorrow* are words of time or season. Write other words of time or season that you know. (winter, spring, autumn, fall; today, yesterday, year, century, etc.)
4. ● Write tomorrow's date. What day of the week is tomorrow?
● What name is given to the day before today? (yesterday) What day of the week was it?
● Write the heading for a letter you are writing from your own home. What would you write at the end of the letter? (yours sincerely, your friend, with love, etc.)
5. Using words which are not in the list, write two words
● which have double *f*. (off, offend, puff, etc.)
● which have double *l*. (all, ball, hall, etc.)
● which have double *b*. (robbery, lobby, hobby, etc.)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: different, letter

MOST COMMONLY MISSPELLED WORD REPEATED FROM BOOK 2: getting

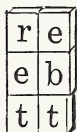
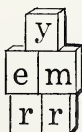
When you divide a word into its main parts, you divide the word into **syllables**.

You hear one vowel sound in each syllable. Spelling is often easier when you spell by syllables.

3. Write **tomorrow**. How many parts do you hear in this word when you say it? Draw lines to divide it into three syllables.
4. Write the words in Row 2 and Row 3 again. Divide them into syllables. Be very careful with **different**.
5. From the list, write:
 - two words that rhyme.
 - a word that means **not the same**.
 - a word that comes from the root word **get**.
 - a word that means **unhappy**.
 - the season of warm weather.

6. Use **sorry**, **dinner** and **tomorrow** to tell of one idea.

7. Arrange these blocks to make words in the list:



WINTER IN CANADA

What do you like to do in winter? What are the children doing in each of these pictures?



The words in this list will help you to think about these pictures.

along

several

try

goes

slide

fight

skate

winter

fell

sleigh

ride

together

come

won

1. • Write the plural of **fight**, **ride**, and **skate**.
- Write the words that mean:
 - a person who fights
 - a person who rides
 - a person who skates
- Why must you be careful when you add **ing** to **ride**, **skate**, and **come**? What must you do first? Add **ing** to **ride**, **skate**, and **come**.

SUGGESTIONS FOR TEACHERS, UNIT 21

Introducing the Words

In most classes this unit will be taken during the winter months, so that little introduction and motivation will be needed. An oral discussion about winter in Canada and about the three pictures on page 52 should be conducted.

Discuss the words in the list: *ride* and *skate* have long vowels with a silent *e* at the end of the word; *fight* uses the same *ight* combination as *light* and *night*; *along*, *together*, *winter* have more than one syllable. Have pupils hear and count the number of syllables, but do not divide the words at this time. *Try*, *come* and *goes* are common words, though pupils should recognize the root word of *goes*; *fell* and *won* are past tense. Have pupils recognize the present tense forms. It is not advisable to introduce *one* as a homonym of *won* at this stage.

Doing the Exercises

Ex. 1: fights, rides, skates; fighter, rider, skater; riding, skating, coming. Develop the idea that adding *r* or *er* to some words often names a person, e.g., player, writer, banker, etc.; the final silent *e* of a word is usually dropped when *ing* is added.

Ex. 2: go; going; trying, fighting

Ex. 3: one syllable each; win/ter, to/geth/er, a/long

Ex. 4: several

Ex. 5: winter, won; winters; win

Re-teaching

If you have used the discussion about winter for the initial presentation of the words, re-teach them by a phonics approach. The *ng* combination in *along* may prove difficult. Give examples of other words with these letters – *sing*, *thing*, etc. Point out the small word *ever* in *several*, and the small word *win* in *winter*. Again, base your re-teaching on the types of errors made by your pupils, and re-teach the principles involved in the words that were misspelled. For a final test on the spelling words you might use one of the stories written for Ex. 6.

FOR POOR SPELLERS

1. Write *long*. Now write *a* in front of *long*. (along)
2. Find and write the word that has
 - a long *a* and a silent *e*. (skate)
 - a long *i* and a silent *e*. (ride)
 - a two-letter root word. (goes)
 - a silent *gh*. (fight)
 - six letters and two syllables. (winter)
3. Find and write the word that means
 - more than one. (several)
 - a season of the year. (winter)
 - the opposite of *go*. (come)
 - something to do on ice. (skate)

4. Write
 - the words that rhyme with *fry* and *tell*. (try, fell)
 - *try* and then add *ing*. (trying)
 - a question using *fight*.
5. *Word Arithmetic*
 - going - ing + es = (goes)
 - come - e + ing = (coming)
 - tried - ied + y = (try)
 - skating - ing + e = (skate)

FOR GOOD SPELLERS

1. Write each of these present form words and beside it write its past form: slide, come, try, skate, ride, fight. (slid, came, tried, skated, rode, fought)
2. Write *sleigh*. From *sleigh* make a word that means
 - to see how heavy something is. (weigh)
 - the number after seven. (eight)
 - a train that does not carry passengers. (freight)
 - the sound a horse makes. (neigh)
3. Name two winter sports and list the equipment needed to play them.
4.
 - Write a two-syllable word that begins with *won*. (wonder)
 - Make a word from *try* by adding *al*. What happens to *y*? (trial)
 - Write two or three words, not in the list, which use *o* to spell the sound of short *u*. (love, glove, mother, brother, cover, etc.)
5.
 - Write a question using a word which means the same or almost the same as *fight*. (quarrel, battle, struggle)
 - Answer the question, telling who won the fight.
6. Write the word that
 - sounds the same as *won*. (one)
 - means *always* and is part of *several*. (ever)
 - names the season between summer and winter. (fall, autumn)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: along, several, together

MOST COMMONLY MISSPELLED WORDS REPEATED FROM BOOK 2: come, goes

2. • Write **goes**. Underline the root word from which **goes** is made.
- Write a new word using this root word and **ing**.
 - Form other words by adding **ing** to **try** and **fight**.
3. • Write **fell** and **won**. How many syllables has each of them?
- Write these words and divide them into syllables:

winter

together

along

- Write **winter**, **together**, and **along** again.
4. Write the word that begins with **s** and has three vowels. Underline the vowels.
5. • Write the two words that begin with **w**.
- Make the longer of these two words plural.
 - Make a new word from the shorter one, by changing the vowel to **i**.
6. Write a story about one of the pictures in this unit. Tell what has happened, and what is going to happen next.



Be sure to **proof-read** your story. That means to read it carefully after you have written it to make sure there are no mistakes.

HEALTHY SPELLERS

enough

air

outside

drink

rest

should

grow

wash

early

bread

sleep

lots

window

1. • Write the two words which begin with **e**. Underline **ea** in one word, **ou** in the other.
 - Say these words to yourself, and write them again. Be very careful of the **ea** and the **ou**.
2. • Write the words in the first row in alphabetical order.
 - Do the same with the words in the third row.
3. **Drink**, **rest**, and **wash** are root words. Make new words grow from these roots by adding:
 - **s** and **ing** to **drink**.
 - **s**, **ed**, and **ing** to **rest**.
 - **es**, **ed**, and **ing** to **wash**.
 - Why must you add **es**, not just **s**, to **wash**?
4. **Changing consonants to make new words**
Pronounce these new words carefully.
 - in place of **l** in **lots**, write **d**, then **p**.
 - in place of **br** in **bread**, write **d**, then **h**.
 - in place of **r** in **rest**, write **b**, **n**, **t**, and **w**.
 - in place of **dr** in **drink**, write **r**, **s**, and **th**.

SUGGESTIONS FOR TEACHERS, UNIT 22

Introducing the Words

A brief discussion of health rules will produce many of the words in the list. Write the spelling words on the chalkboard as pupils use them in their discussion. Add to the list until all the spelling words are on the chalkboard. Ask pupils to find and name a word that means the same as sleep (*rest*); the opposite of late (*early*); what we breathe (*air*); where children should play (*outside*); a great amount (*lots*), etc. As pupils give the answers, pause and draw attention to some feature of each word, such as hearing the order of final consonants in *rest* and *lots*, noticing the silent *a* in *early*, the long *a* and silent *i* in *air*, the consonant pair *sh* in *wash* and *should*, the *ou* vowel combination in *outside*, *should*, *enough*. Note that *three* different sounds are spelled by *ou* in this unit.

Doing the Exercises

Ex. 1: enough, early

Ex. 2: drink, enough, lots, wash; bread, outside, should, window.

Before pupils begin Ex. 3, review with them the meaning of the root word and the more common endings that are added to root words. drinks, drinking; rests, rested, resting; washes, washed, washing.

Direct pupils to do Ex. 4 by writing the given word first, followed by the words developed: lots, dots, pots; bread, dead, head; rest, best, nest, test, west; drink, rink, sink, think.

Ex. 5: hair; pair; chair; stairs

Ex. 6: outdoors, outward, outline, outstrip, outnumber, etc.; side-board, seaside, fireside, sideways, inside, beside

Ex. 7: windows

Ex. 8: Stress the importance of stating rules, particularly health rules, as things to do and follow, rather than things not to do.

Re-teaching and Re-testing

Assign all or part of the work "For Good Spellers" to the pupils who made no errors in the dictation. In re-teaching, use an approach different from that used in first teaching the words. You might stress the meanings of the words, as well as the phonics principles involved. Use extra material "For Poor Spellers" at this time if you wish.

You may wish to use health rules as a final dictation to be given to all pupils. In marking the spelling, note, for your personal guidance, words that are still being misspelled and make the opportunity to re-teach them. Be sure that pupils are maintaining their individual spelling lists.

FOR POOR SPELLERS

1. Find and write the words that have these letters together: *br*, *ld*, *dr*, *st*, *ts*, *ly*. Underline these letters. (bread, should, drink, rest, lots, early)
2. Find and write the words that have these long vowel sounds: *a*, *o*. (air, window)

3. ● Write the word that ends in an *f* sound. Underline the letters that make this sound. (enough)
 ● Write the words that have these silent letters: *i, a* (2 words), *l, e*. (air; early; bread; should; outside)
4. Write *early, learn, earn*. Notice that the vowel sound in these words is the same and is spelled the same. Underline the letters that spell the sound.
5. *Some Riddles*
 - I am the opposite of inside. What word am I? (outside)
 - People look through me, and open and close me. What am I? (window)
 - I am all around you. You breathe me. What am I? (air)
 - You use me to make a sandwich. What am I? (bread)

FOR GOOD SPELLERS

1. ● Write *grow*. Now write the past form of *grow*. Use the two words in sentences. (grew)
 ● Write one other word that forms its past form in the same way as *grow*. (blow, know)
2. ● Write *sleep*. What are two meanings for *sleep*? (a person who sleeps, a berth for sleeping in a train, a suit in which a baby sleeps)
 ● Write at least two words which end in *eep*. (creep, weep, peep, etc.)
 ● Write two words which rhyme with *sleep* but end in *eap*. (leap, reap, heap, etc.)
3. Write another word, not in the list, which
 - has *gh* spelling the sound of *f*. (cough, rough, etc.)
 - has *ea* spelling the sound of short *e*. (dead, spread, etc.)
 - has in it the word *air*. (chair, airplane, etc.)
4. What do you call
 - a place where clothes are washed? (laundry)
 - a place where cars are washed? (car-wash, garage)
 - the place where you wash yourself? (bathroom, lavatory, or other answers which suit the particular situation)
5. Write the names of
 - two things which are good for children to drink. (water, milk, lemonade)
 - two things which are used in making bread. (flour, yeast, eggs, etc.)
 - three things which you can see through the window of your classroom.
6. Use each letter of your name to begin a sentence about good health. Like this: Join a Milk Drinkers Club. Oranges are good for our health. Hearty breakfasts are good beginnings for the day. Never eat without first washing your hands. (JOHN)

MOST COMMONLY MISPELLED WORDS APPEARING FOR THE FIRST TIME: lots, early, enough

5. Making new words from air

Add letters to **air** to make new words that mean:

- what you comb.
- two that go together.
- something on which to sit.
- steps that you climb.

6. • **Outside** is made up of two small words. Write **outside**, and box each of these small words.

- Write as many other words as you can with **out** in them.
- Write as many other words as you can with **side** in them.

7. Write the word which ends in **ow**. Write the plural form of the same word.

8. Write a health rule about each of these pictures.



SHOPPING ON MAIN STREET



radio
money
spring
phone
colour
half
toys
candy
electric
buy
clothes

1. • What stores do you see on this Main Street? Write the names of these stores, using words in the list.
- What can you buy in these stores? Write the names of things you see in the store windows, and of other things that you can buy in these stores.

2. Write these words and divide them into syllables:

colour	radio
money	electric

wagon suit

3. • Write the plural of **radio**, **phone**, **spring**, **colour**.
- To form the plural of **candy** you change **y** to **i** and add **es**. Write the plural of **candy**.
- Write the plural of **family** in the same way.

SUGGESTIONS FOR TEACHERS, UNIT 23

Introducing the Unit

Since the words are not grouped on some common phonic principle, they should be taught in context. You might use the picture on page 56 to motivate a discussion which would produce many of the words in the list. As pupils talk about the various stores and things that can be purchased, write the spelling words on the chalkboard.

Doing the Exercises

Before pupils begin Ex. 2, discuss the meaning of the word syllable, and write the word on the chalkboard. Answers: col/our; mon/ey; ra/di/o; e/lec/tric.

Ex. 3: A review of the word plural and of the more common way of pluralizing words should precede this exercise. Pupils may be referred to Unit 19 to refresh their memory. Introduce the new idea that words like *candy* and *family* are made plural by changing the final *y* to *i* and adding *es*. Pupils should notice that the letter preceding the final *y* is a consonant.

Ex. 5: It is possible that words which pupils choose to rhyme with *money* and *toys* will not have a similar spelling – e.g., *funny* and *noise*. This difficulty will not appear with *spring*. Answers: boys, honey; sing, ring, string, king, wring, bring, etc.

Re-teaching

In Unit 4 pupils learned that *h* was a good partner for *c*, *t*, *w*. Pupils who require additional help should notice that *p* also uses *h* as a partner in *phone* to create a new sound, *f*. Stress the fact that both *p* and *h* lose their own sounds in this combination. Have pupils notice also the *th* in *clothes*. Stress the root of this word, *cloth*, becoming *clothe*, and then *clothes*. Point out the silent *l* in *half*, and stress the correct use of this word as meaning one of two *equal* parts. Be sure that the initial *e* in *electric* is being pronounced by the pupils, so that carelessness in speaking will not result in a spelling error.

Always re-test after re-teaching.

FOR POOR SPELLERS

1. Find and write
 - six one-syllable words. (spring, phone, half, toys, buy, clothes)
 - two words with three syllables. (electric, radio)
 - two words with silent *e*. (phone, clothes)
 - the word with three vowels and just two consonants. (radio)
2. ● Use *buy*, *radio* and *money* in one sentence.
 - Use *electric* and *toys* in one sentence.

3. Write the word that tells
 - what you spend. (money)
 - what you do with crayons or paint. (colour)
 - what you wear. (clothes)
 - what you use for speaking and listening. (phone)
 - what you can eat. (candy)
 - what you use for listening only. (radio)
 - what you play with. (toys)
4. Which word
 - rhymes with *calf*? (half)
 - means more than one toy? (toys)
 - ends in *ic*? (electric)
5.
 - Write a question about candy and money.
 - Tell your mother that she is wanted on the phone.
 - Ask your friend for half his candy.
 - Tell your brother or friend that you want to buy some clothes.

FOR GOOD SPELLERS

1.
 - Write the word *suit*. List three types of material from which suits can be made. (wool, linen, silk, cotton, etc.)
 - Write another word that rhymes with *suit* and has the same *uit* letter combination. (fruit)
2.
 - Write the word *wagon*. What two small words do you see in *wagon*? (wag, on)
 - Name two other things which, like a wagon, have wheels and no motor. (cart, buggy, carriage, etc.)
3. Write *colour* and under it, write the names of at least six colours.
4. Try this puzzle. How many words from the thirteen in the list can you join together so that the last letter of one word is the first letter of the next word? Begin with these two words in this way: phone - electric - c. By choosing words carefully, you should be able to join six together. (phone - electric - clothes - suit - toys - spring)
5. Radio carries sound from a distance. What are two other ways of carrying sound a long distance? (telephone, television, telegraph)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: colour, half, toys

4. • Write **half**. Circle the letter which is silent.
- Write **phone**. Underline the two letters which sound like f.
 - Write **clothes**. Underline the **th**. Circle the silent e.

Make very sure that you know how to spell **half**, **phone**, and **clothes**. Follow the six steps in learning to spell a word.

5. • Write **toys** and **money**. Now write a word which rhymes with each of them.
- Write **spring**, and as many words to rhyme with it as you can.

6. A word can have more than one meaning:

Flowers bloom in the **spring**.

We **spring** to our feet when our names are called.

- Use **phone** as the name of something.
- Now use **phone** to tell how you can talk with a friend.
- Show that you know two different meanings for **colour**.

7. What do you think the little boy on Main Street is going to do? Will he buy anything? Write a story about him.

LOOK AT THESE WORDS AGAIN

Row 1

guess

several

colour

together

different

letter

window

early

clothes

Row 2

said

getting

money

toys

pencil

dinner

lots

electric

fight

Row 3

friend

sorry

goes

along

winter

half

enough

phone

wish

1. Write in a column
guess, colour, letter,
window, wish.



- Write the plural of each of these words beside it.
- Write **several**, **different**, **pencil**, **sorry**, **along**, **winter**, **electric**. Then divide these words into syllables, using your coloured pencil or crayon like this: din | ner.
- Write **getting**, **toys**, **lots**, **goes**, and beside each write its root word.

SUGGESTIONS FOR TEACHERS, UNIT 24

Teaching the Words

The words are grouped in Exercises 1, 2, and 3 to review these skills: formation of plurals, syllabication, root words, phonic elements, and word meanings. You may wish to pre-test to determine which words require re-teaching.

You may want to use Ex. 2 as a basis for teaching the words in some sort of order. Pupils should be able to point out to you words with three different spellings for the sound of *f* – *different*, *enough*, *phone*; the short *y* sound at the end of a word – *early*, *sorry*, *money*, noting the difference in the ending of *money* and of *sorry*; words which appear in the plural – *clothes*, *lots*; two different uses of the combination *gh* – *enough*, *fight*; unusual spelling for the short *e* sound – *friend*, *said*; *o* spelling the sound of short *u* – *colour*, *money*, perhaps *enough*. Bright students or observant spellers who have learned the rule of *e* after *g* to make *g* soft may draw to your attention the peculiar assortment of *guess*, *together*, *getting*.

Try to re-teach only the words that pupils misspelled to those pupils who misspelled them. If a large number of words were misspelled, you may find it necessary to re-teach half of these words at a time. Assign the exercises which give attention to these particular words; the better spellers might begin the work "For Good Spellers".

Doing the Exercises

Ex. 1: Review the three ways in which a word is pluralized: (1) by adding *s*; (2) by adding *es* to words which end in *s* or *sh*, or *s* or *sh* sound; (3) by an irregular change in the spelling of the word – e.g., *man*, *men*. Also review the meaning of syllable. Answers: sev/er/al, dif/fer/ent, pen/cil, sor/ry, a/long, win/ter, e/lec/tric; get, toy, lot, go. Refer again to the root word as the basic form to which other parts are added.

Ex. 2: guess, different, letter, getting, dinner, (any four); different, window, pencil, dinner, electric, winter, wish (any four); phone; pencil; wish

Ex. 3: early; clothes; different; money

EXTRA HELP

Ex. 1: guess, friend, getting, along, clothes, several

Ex. 2: together, different, said, sorry; colour, window, enough, pencil, half, fight

Ex. 3: I said; They guessed; She phoned; He coloured; We said.

Ex. 4: 1. some; 2. several; 3. several; 4. some; 5. several; 6. some

Ex. 7: enough, goes, half, said

FOR GOOD SPELLERS

Ex. 1: winter: tin, win, new, rent, went, it, in; fight: fit, fig, hit, it; together: to, the, get, other, rot, hot, got, hog

Ex. 2: sleigh; puppy; forget; wagon; suit

Ex. 3: suit, shirt, skirt, blouse, trousers, etc.; lamps, irons, kettles, stoves, etc.

Ex. 4: Breakfast means, literally, to break one's fast after a night without food.

Ex. 5: Seat and suit can be used as both a noun and a verb.

Ex. 6: report, scream, yell, cry, exclaim, whisper, etc.

Testing and Re-teaching

After teaching, and the work on the exercises has been done, once more dictate the words in context to all the pupils. If additional re-teaching is required, base your re-teaching of words that were misspelled on the "Extra Help" exercises. Then test again the pupils who had errors; re-teach words of continuing difficulty in succeeding units. These words could also be introduced in related lessons, such as reading and language, whenever possible. Be sure to check their spelling whenever they appear in the pupils' other work.

MOST COMMONLY MISPELLED WORDS REPEATED FROM BOOK 2: said, getting, goes

FOR TEACHERS ONLY

Window is an example of the imagery which is to be found buried in many common English words. It entered English from Scandinavian, *vindauge*, from *vindr*, wind, equated to Latin *ventus*, wind, and *auga*, eye, so that the *window* is literally the *wind's eye*. In *daisy*, the *y* is also what is left of an old word for *eye*, so that the *daisy* with its golden centre and white rays was seen by the early speakers of English as the *day's eye*.

Figures of speech are still easily perceived in words like *lady-slipper* and *snapdragon*, harder to see in *dandelion* (*dent de lion*, lion's tooth) and *recalcitrant* (kicking back of the heels).

2. Finding words

From the list, write:

- four words with double consonants.
- four words with the short vowel **i**.
- a word in which **ph** sounds like **f**.
- a word in which **c** sounds like **s**.
- a word which ends in **sh**.

3. More riddles

Who am I? I am a word that means:

- the opposite of **late**.
- things to wear.
- not the same.
- what you use to pay for things.

Extra Help

1. Write the words in the list that start with:

gu
fri

get
a

cl
sev

2. Write the words in the list that have these letters in the middle:

ge
ff

ai
rr

Write the words in the list that end with:

our
ow

gh
cil

lf
ght

3. Write these to make them sound as if they were talking about yesterday, not today:

I say

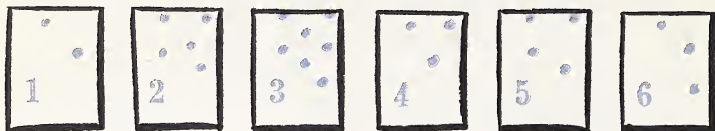
They guess

She phones

He colours

We say

4. How many dots are on each card? If there are two or three dots, write **some**. If there are more than three, write **several**. Like this: 1. **some**.



5. Be careful of vowels.

- Look carefully at the letters in these words:
different clothes friend early
- Write the four words, and underline the vowels.

6. Be careful of consonants.

- Look carefully at the letters in these words:
electric clothes together
- Write the three words, and underline the consonants.

7. Write these words in alphabetical order:

goes, enough, said, half.

For Good Spellers

1. What words can you make from the letters of **winter, fight, together**? Write each of these words, and under each write all the other words you can make from its letters.

2. Some riddles

You can slide on me, and I have the letters **ei** in me.

I am a pet spelled with three **p**'s.

I am the opposite of **remember**.

I have four wheels, five letters, and begin with **w**.

I begin with **s**, have four letters, and am worn by a man.

3. Write **clothes**, and under it list at least four articles of clothing.

Write **breakfast**, and under it list at least four things you might eat for breakfast.

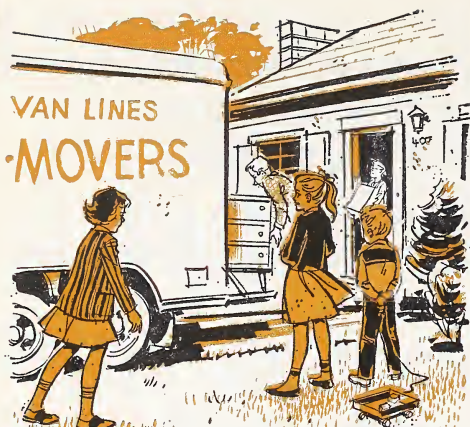
Write **electric**, and under it list at least three things that use electric power.

4. **Breakfast** was an extra word in Unit 19. Why does **breakfast** mean what it does? See if you can find out by looking up **break** and **fast** in a dictionary.

5. Use **seat** to show that it has two meanings.

Do the same for the word **suit**.

6. Think of other ways of saying **say**, such as **tell** or **shout**. See how many you can write. Use a dictionary if you wish.



Row 1	Row 2
can't	much
didn't	pick
don't	top
I'm	glad
isn't	
o'clock	duck
	shot

What do you think happened just before this picture was drawn? What is happening in this picture? What do you think will happen next?

Write a story about this. Be sure to proof-read your story.

MOVING DAY IN WORDS



Study picture 1, then picture 2, and then picture 3. See how **a** is moved out of **I am**, and **I** is moved in to take its place. In this way **I am** becomes **I'm**. **I'm** is a short way of writing **I am**.

SUGGESTIONS FOR TEACHERS, UNIT 25

Introducing the Words

Two main, and quite different, thoughts are developed in this unit: the use of the apostrophe in contractions and the recognition and marking of short vowels. Row 1 contains the words with contractions. Develop the thought that in contractions, certain letters (or a single letter) are moved out of the words, and an apostrophe replaces them. Use the analogy of moving-day and the picture on page 62 to establish this point. Have the pupils read and tell what is happening in the example on page 62. Lead the pupils to realize that a contraction is a single word with an apostrophe, made from two (or more) words. The introduction of the terms, *apostrophe* and *contraction*, to your pupils at this time is left to your discretion. Use Ex. 1 in your presentation of the apostrophe.

Four of the five basic short vowels (*ă, glăd; ĭ, pĭck; ȓ, tȓp; ŭ, mŭch*) are emphasized in the words of Row 2. Write these words on the chalkboard and mark the vowels short (*˘*).

You may want to assign the story about the picture after the spelling words have been learned.

Doing the Exercises

Before pupils do Ex. 4 review with them the recognition (says its own name) and marking of long vowels (*—*). (*dōn't, Ī'm, ō'clock*)

Dictating and Re-teaching

Be careful to enunciate clearly when dictating the words. Dictate the words in random order, mixing words from Rows 1 and 2. Make certain that pupils are keeping their individual spelling lists up to date.

In re-teaching stress again the way contractions are formed. You might also point out certain other elements in these words: the consonant sounds, particularly the *ck* in *pick*, and the *ch* in *much*; the use of *c* to spell the sound of *k* in *can't*; the capital letter in *I'm*; the fact that *glad* means the opposite of *sad* and ends in the same two letters. The final proof of the mastery of the contractions is, of course, your pupils' ability to use them correctly in free writing.

FOR POOR SPELLERS

1. Write the words that mean: to choose, a lot, the opposite to sad, the opposite to bottom. (*pick, much, glad, top*)
2. Write the words in which you hear
 - the long vowel *o*. (*dōn't, ō'clock*)
 - the short vowel *a*. (*căn't, glăd*)
 - the short vowel *i*. (*dĭd'n't, ĭs'n't, pĭck*)

Mark all the vowels long or short.

3. Use *can't*, *didn't*, *don't*, and *isn't* to answer these questions, e.g., No, I can't.
 - Can you drive a car?
 - Did you go to bed after midnight last night?
 - Is the pupil sitting nearest to you over five feet tall?
 - Do the other pupils in your class have a different teacher?
4. Write
 - the little word you see in *stop*. (top)
 - the word you would use in telling someone the time. (o'clock)
 - the word that rhymes with *such*. (much)
5. Use *o'clock* in your answer:
 - At what time do you get up in the morning?
 - At what time do you go to sleep at night?
6. Answer these riddles with a word from the list in a sentence beginning *I'm* ...
What am I?
 - I spin and spin and spin. (I'm a top.)
 - I'm used to chop away at rock or hard earth. (I'm a pick.)

FOR GOOD SPELLERS

1. ● Use *duck* in a question asking your uncle whether he has ever shot a duck.
 - What other bird, something like a duck, also has webbed feet? (goose, loon, pelican, sea-gull, etc.)
 - Write *shot*. Put another *o* into *shot* and use the word to show that you know what it means. (shoot)
2. ● Adding *r*, *er*, or *or* to certain words to name people who have different occupations, write the name of the person who:
 - moves furniture, writes, speaks, edits a newspaper, teaches, paints. (mover, writer, speaker, editor, teacher, painter)
 - Think before you add *er* to *run* and *swim* to name persons who run and swim. (runner, swimmer)
3. Make a list of ten things that might be moved in the moving van in the picture.
4. Write short forms for
 - I have. (I've)
 - you are. (you're)
 - he is. (he's)
5. Make new words by
 - changing the vowel in *pick* to *a*, to *e*. What does the last word mean?
 - changing the vowel in *top* first to *i* and then to *a*.
 - adding *axe* to *pick*.
 - adding *le* to *pick*.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: can't, didn't, don't, isn't, o'clock

MOST COMMONLY MISSPELLED WORDS REPEATED FROM BOOK 2: I'm, much

1. Write these words down your page: **is not, do not, cannot, did not, I am.** Beside each of these, write a shorter word that means the same. See Row 1 of the word list. Draw a box around the letters that are moved out of the longer words to make the shorter words.

Do it like this: is n[o]t

isn't

REMEMBER —



moves into these words when letters move out.



takes the place of **all** letters that move out.

2. **O'clock** really means **of the clock**. Write **of the clock**, and beside it, write **o'clock**. Draw a box around all of the letters in **of the clock** that are moved out to make the word **o'clock**.
3. Say each word in Row 2 of the word list. Listen to the vowel as you say each word. Each vowel in these words is called a **short** vowel. Write each word in Row 2, and over the vowel make a mark like this. This tells that the vowel is short.
4. Long vowels say their own name. How are long vowels marked?
- Write **don't, I'm** and **o'clock**. Mark each of the long vowels.

THE LONG \bar{a} SOUND

There are many different ways to write the sound of the long vowel \bar{a} . Say the words in this list yourself. Hear the \bar{a} sound.

place	great	way
eight	snake	wear
gray	pair	today
hair	face	

- Write the three words that say \bar{a} with **ay**.
 - Write the two words that say \bar{a} with **ea**.
 - Write the two words that say \bar{a} with **ai**.
 - Write the three words that say \bar{a} with **a** and a silent **e** at the end of each word.
 - Write the word that says \bar{a} with **ei**.
2. Draw a line under the letters that say \bar{a} in each word you have written in Exercise 1.
3. Using words
 - Use **place** to tell about putting something on a desk.
 - Use **place** to tell about where you keep your bike.
 - Use two words from the list to tell something about an old lady.

SUGGESTIONS FOR TEACHERS, UNIT 26

Introducing the Words

In this unit pupils are confronted with five different ways to represent the long *a* sound – *a* + final *e*, *ay*, *ai*, *ea*, *ei* (Ex. 1). Introduce the unit then by suggesting to the pupils that there are often many ways of doing the same thing, whether painting a wall or travelling. So in the English language, there are often many ways to spell the same sounds in words.

Doing the Exercises

Ex. 1: *ay*: gray, way, today; *ea*: great, wear; *ai*: hair, pair;
a + *e*: place, snake, face; *ei*: eight

Ex. 3: gray hair

Ex. 4: great; pair

Ex. 5: bear, pear; bake, rake, wake, cake

Testing and Re-teaching

Dictate the words in sentences so that the various spellings of the long *a* are not grouped together. Context dictation is especially necessary in this unit, since many of the words have homonyms.

If you used the groupings of the long *a* sound in the initial presentation, base your re-teaching on other phonic features of the words. Point out the consonant blends in *place*, *gray*, *snake*, *great*. The *s* sound of the *c* in *place* and *face*, and the silent *gh* in *eight* should be stressed. Draw attention to the small word *air* in *hair* and *pair*, and the silent *e* in *snake*.

FOR POOR SPELLERS

1. Find and write the words from the list that have these smaller words: *air* (2), *ace* (2), *to*, *ray*, *lace*, *day*. (hair, pair; place, face; today; gray; place; today)
2. *Some Puzzles*
 - I am long and have no arms or legs. I slide through the grass. What am I? (snake)
 - This can be of different colours, and you have it on your head. What is it? (hair)
3. Find and write
 - three words with a silent final *e*. (place, snake, face)
 - two words that use *c* to make an *s* sound. (place, face)
 - a word with two silent consonants. (eight)
 - four words that begin with two consonants. (place, gray, great, snake)
4. From the list write
 - 3 words which begin with the letters of the word SEW. (snake, eight, way, or wear)

- the name of a colour. (gray)
 - a word which means *mighty*. (great)
5. ● Write *great*. Add *ly* to make another word. (greatly)
- Write *hair*. Add *y* to make another word. (hairy)
 - To *way* add *al* at the beginning and *s* at the end. What word have you? (always)

FOR GOOD SPELLERS

1. Write a word that sounds like
 - *way* but means to find how heavy something is. (weigh)
 - *pair* but means to take the skin off fruit. (pare)
 - *hair* but means a rabbit. (hare)
 - *eight* but means what you did at lunch yesterday. (ate)
- Use each new word in a sentence.
2. ● Write the names of three kinds of snakes. (asp, garter-snake, cobra, rattlesnake, etc.)
 - Write the names of three or four things that usually come in pairs. (shoes, gloves, scissors, trousers, pants, socks, stockings, etc.)
 3. ● Use some of the letters of *today* to make words meaning: something to play with; a small animal. (toy, toad)
 - Do the same with the letters of *place* to name: something worn over the shoulders; a long jump; a small hat. (cape, leap, cap)
 4. ● Exchange the pairs of consonants at the beginning of *great* and *place*. Show that you know the meanings of the new words you have made. (grace, pleat)
 - Add *w* and *h* to *eight*. What vowel sound do you hear in each of the new words? (weight, long *a*; height, long *i*)
 5. *Some Riddles*
 - What has a face and hands but no eyes? (clock)
 - What is always here, and yet is gone every twenty-four hours? (today)
 - What word has the most important playing card in it? (place - ace)

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME: wear

MOST COMMONLY MISSPELLED WORD REPEATED FROM BOOK 2: today

4. Write the words that mean:

- not small
- two of something

5. • Change the **w** in **wear** to make new words that name an animal and a fruit.

• Change the **sn** in **snake**, to make new words that tell:

- what is done in the oven.
- something used in a garden.
- something you do each morning.
- what is baked in the oven.

6. • Write a short story about these pictures.



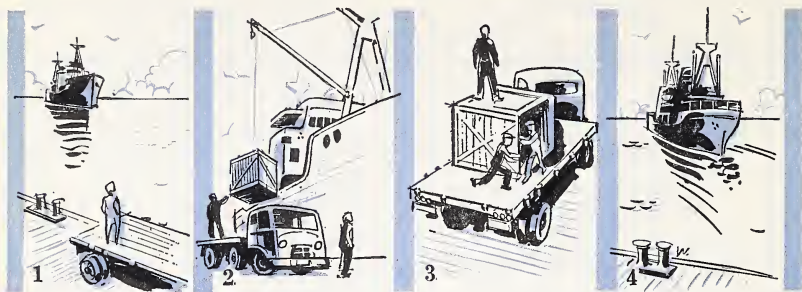
• Proof-read your story.

REMEMBER

Study again the words in Your Own Spelling List. These are your hard words. Climb the Six Steps to Good Spelling.



A SHIP IN PORT



world

truck

around

machine

oil

river

ship

shipment

trip

brought

sea

without

rope

ready

- Write a story about these four pictures. Begin with picture number 1. The words in the list may help you.
- From the word list write:
 - the words that begin with the consonant **r**.
 - the root word from which **trucker** is formed.
 - the word that ends in **ght**.
- Write these words in a column, and beside each word write its plural: **ship, oil, sea, world**.

SUGGESTIONS FOR TEACHERS, UNIT 27

Teaching the Words

Transportation is usually a topic in the social studies courses at the third grade level. Discuss the pictures with the pupils. Commend pupils for their choice of good, descriptive words. Write on the chalkboard each word in the list and direct the pupils' attention to such details as the order of the two final consonants in *around* and *world*; the initial consonant blends in *trip*, *truck*, *brought*; the two syllables in *river*, *ready*, *around*; the two sounds of *ea* in *ready* and *sea*; the silent *e* in *rope*, and the silent *gh* in *brought*; the sound and spelling of *oi* in *oil*, of *sh* in *ship*, of *ou* in *around*.

Doing the Exercises

Ex. 2: rope, river, ready; truck; brought

Before pupils do Ex. 4, write these sentences on the chalkboard: The car uses some *oil*. — Always *oil* the motor. and, That is a large *ship*. — We can *ship* that large box. Develop the thought that many words can be used in two ways: to name something, and to tell what is done.

Pupils should be supervised carefully as they do Ex. 5. Develop the two ideas that: (1) in words like *stop*, ending in a single consonant, the consonant is usually doubled before adding *ed* and *ing*, and (2) in words ending in *e*, the final *e* is usually dropped before *ed* and *ing* are added. (tripped, tripping, stopped, stopping; roped, roping, hoped, hoping)

Ex. 6: Review the marking of long and short vowels before assigning the exercise. (tr^{ip}; hōpe; hōp)

Ex. 7: boil, soil, foil, toil, coil, spoil; sound, bound, found, ground. If pupils choose *wound*, to avoid confusion, make sure that they pronounce the word as the past form of the verb *wind*.

Re-teaching

Note not only the misspelled words, but also the type of error that is common, e.g., wrong order of successive consonants, omission of silent letters, etc. Try to re-teach only the words that were misspelled, by concentrating on the points of difficulty. Do not write on the chalkboard a word in its misspelled form; always write the correct spelling.

FOR POOR SPELLERS

1. Write the word with: the long vowel *o*; the long vowel *e*; the short vowel *a*; the short vowel *e*; the short vowel *u*; two silent consonants. (rope, sea, around, ready, truck, brought)
2. Write the three words with the short vowel *i*. (river, trip, ship)
3. ● Write a sentence using *trip*, *around*, *world*.
● Write another sentence using *ship* and *sea*.

4. *Puzzles*

- What is the word that begins and ends with *r*? (river)
- What is the word that means something used for skipping? (rope)
- What is the three-letter word that ends in *l*? (oil)
- What is the word that names the place where we all live? (world)

5. Answer with a word from the list:

- What carries a load on land? (truck)
- What carries a load on water? (ship)
- On what does a ship travel? (sea, river)
- What is used for tying or pulling? (rope)

FOR GOOD SPELLERS

- Write the three extra words. Divide them into syllables. (ma/chine, ship/ment, with/out)
 - Add *ry* to *machine*. Show that you know the meaning of the new word. (machinery)
 - Name three things that are machines.
- Add *shape* to *ship* and tell what the new word means. (ship-shape, in good order)
 - Add *worthy* to *sea* and tell what the new word means. (seaworthy, in a fit state to put to sea)
- Name three animals that live in the sea. (seal, walrus, whale, etc.)
 - Name one fruit or vegetable from which oil is pressed. (olives, corn, peanuts, cotton, flax, etc.)
 - From what sea animal do we get oil? (whale, seal, walrus)
 - What product of oil is used to make cars run? (gasoline)
- *Journey* and *voyage* are two kinds of trip. What is the difference between them? (the first on land, the second on water)
 - What other word might be used for *river*? (stream)
 - What part of a truck makes it go? (motor, engine)
- List three things that you see in Picture 1.
 - In a sentence or two tell what the men are doing in Picture 3.
 - Where do you think the ship might be going in Picture 4?

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: ready, brought

4. Some of the words in the list can be used in more than one way.

My father took a **trip**. Did Mary **trip** over the stick?

Use **rope** and **truck** to show that you know two different meanings for each of them.

5. • Make new words from **trip** and **stop**, ending in **ed** and **ing**. What letter must you double?
• Make new words from **rope** and **hope**, ending in **ed** and **ing**. What letter must be dropped?
6. • Write **trip**, and mark the vowel to show whether it is long or short.
• Write **hope**, and mark the long vowel.
• Now write **hope** without the final **e**.
Mark the vowel in this new word.
7. Write as many words as you can by:
• placing different consonants in front of **oil**.
• changing **ar** in **around** to other letters.
Say each new word carefully to yourself, and be sure that you know its meaning.

REMEMBER —

- **sea** — means a large body of water
- **ready** — has a short vowel **e** and a silent vowel **a**
- **brought** — is the same as **bought** with **r** placed after the first letter.

DAYS OF THE WEEK

1. Say the names of the days of the week to yourself. As you say each word, look for it in the word list and then write it neatly. Remember, these are special name words; each must begin with a capital letter.



week

Friday

Tuesday

Fri.

Tues.

Sunday

Monday

Saturday

Sun.

Mon.


Sat.

Wednesday

Thursday

Wed.

Thurs.

2. The names of the days of the week are used very often. To save time and space they are sometimes written in a shortened form. When you write these short forms, you must put periods after them. Remember the  after each short form. Write the names of the days of the week again and beside each write its short form. Start with Sunday. Remember the period.

SUGGESTIONS FOR TEACHERS, UNIT 28

All of the words are quite difficult and will require thorough teaching and much practice. Note too, that all the words in this unit are to be taught to all pupils.

Teaching the Words

Say the names of the days of the week slowly to the pupils and let them repeat the words after you slowly and distinctly as you write them on the chalkboard. The following special details should be noted about the words. *Tuesday* has the vowel combination *ue* with the first vowel long and the second vowel silent. Have pupils write *Tuesday* and mark the two vowels, *ue*. In *Wednesday* the trouble spot is the combination *dnes*. While by its structure *Wednesday* appears to have three distinguishable syllables, it has just two when pronounced. Also point out the short *e*'s. *Thursday* and *Saturday* have the vowel *u* with the consonant *r* (Unit 8). *Thursday* begins with the *th* partners.

Doing the Exercises

Ex. 3: Thurs/day, Fri/day, Sat/ur/day. Have pupils note that the last syllable is always the word *day*, and that the first syllable is the abbreviation when the period is added.

Ex. 5: Answers will vary from pupil to pupil, and perhaps from community to community. Generally however, they will be: 1. Friday; 2. Monday; 3. Sunday or Saturday; 4. Saturday or Sunday.

Dictating the Words

Dictate the heading "Days of the Week" and instruct the pupils to write under this heading, the names in full, followed by the short forms.

Re-teaching

Base your re-teaching of words that were misspelled on the exercises "For Poor Spellers". Draw attention to the part of the word that was misspelled by underlining it - e.g., the *dnes* in *Wednesday*, the *ue* in *Tuesday*, or the *ur* in *Saturday* and *Thursday*, the double *e* in *week*.

FOR POOR SPELLERS

1. Write the full word for the day of the week in which you hear: a long *i*; a short *a*; a long *u*; a short *e*. (Friday; Saturday; Tuesday; Wednesday)
2. Write the full word for the day of the week in which you see: *ur* (2 words), *Fr*, *Th*, *ue*, *nes*. (Thursday, Saturday; Friday; Thursday; Tuesday; Wednesday)
3. Think and write the short form for: the middle day of the week; the sixth day of the week; the first school day in the week; the last

day in the week; the second last school day in the week. (Wed., Fri., Mon., Sat., Thurs.)

4. ● What days of the week do you have physical education? social studies? arithmetic?
 - What day comes after Tuesday? before Monday? after Monday?
 - What day is today? What day was yesterday? What will tomorrow be?

FOR GOOD SPELLERS

1. There are interesting stories concerning the names given to the days of the week. Find out all you can about two of these: Saturday and Tuesday. (named for Roman god Saturn, the Norse god Tiw)
2. Write a short weather report each day for a week. Include in your report the name of the day, and its date. Describe the sky, the wind, and other facts about the weather as you see it. Use good descriptive words to tell about the weather.
3. ● Write *week* and its short form. (wk.) Write *month* and its short form. (mo.)
 - Write short forms for *year*, *pound*, *inch*, *feet*, *yard*. (yr., lb., in., ft., yd.)
 - Write in words the number of weeks in a year. Remember to use a hyphen.
4. ● Sunday is named for the sun. What do you think Monday is named for? (the moon)
 - What name is given by most Christians to Sunday and by Jews to Saturday? (The Sabbath)
 - What do you call days when you are not at school and not working? (holiday, holidays, vacation, any other reasonable answer.)
5. ● Write *anniversary*, and write a sentence to show that you know what anniversary means.
 - What special day is on February 14? on October 31? on December 25? on July 1? (St. Valentine's, Hallowe'en, Christmas, Dominion or Canada Day)
 - What holiday is always on Monday? (Labour Day, Easter Monday, Thanksgiving. Accept any one.)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: Tuesday, Friday, Wednesday, Saturday, Sunday

3. Write the last three days of the week again and mark the syllables in each. You should have marked three syllables in one of the words.

- Write the first syllable for the first three days and for the last three days of the week. Put a period after each syllable you have written. How do you write the short forms of the days of the week?


4. Write **Wednesday**. Make sure you have written it correctly. Write it again, and draw a line under the first six letters. Turn your page and this book upside down, and write **Wednesday** again.

5. What day do you think of when you look at each picture? Write the number of each picture and beside it write the day of the week.



6. Write briefly about a few of the things you do on the two days of the week when you are not in school. Did you bake a cake for your mother? Did you play hockey with your friends?

REMEMBER —

- Each day of the week has a shorter form.
- Each short form must have a  after it.
- Each day of the week begins with a capital letter.

A LETTER TO A FRIEND

These are some of the words you might wish to use in writing a letter to a friend.

dear	hope	yours	letter	card ink
our	truly	sick	heard	
hear	friend	yesterday	leg	

- Two words in the list have two syllables. Write them and mark the syllables. Write them again.
 - Write the one word which has three syllables. Mark the syllables. Write the word again.
 - List the spelling words which come between **a** and **i** in the dictionary. How many did you find?
- Write the root word for **heard**.
 - A smaller word in **hear** tells what you use to hear. Write **hear** and draw a box around the small word. This is a good way to remember **hear**.
 - Write the following to make them sound as if they were talking about yesterday, not today:
 we **hear** they **hope**
 - Write the word in the list that rhymes with **hear**.
- Write the word that means **in a true way**. Remember that there is no **e** in this word.

SUGGESTIONS FOR TEACHERS, UNIT 29

Presenting the Words

Develop with your pupils the thought that a few words are seen often in letters – words like *dear*, *friend*, *yours*, *truly*, etc. Pupils might divide the words in the list into two groups – those used in the form of the letter (*dear*, *truly*, *friend*, *yours*), and those used in the message part of the letter (*our*, *hear*, *hope*, *sick*, *letter*, *yesterday*, *heard*, *leg*). (Note that *truly* is never used in the closing of a friendly letter.) Some specific details about these words should be emphasized. *Dear* and *hear* have the same vowel combination. Have pupils write *dear*, *hear*, *hope* and mark the vowels. Have pupils notice what happens to the pronunciation of *hope* when the *e* is dropped. Point out the short *i* and the *ck* consonant combination in *sick*. Two words, *yesterday* and *letter*, have the vowel *e* joined to the consonant *r*. If there is a possibility that the homonym *deer* will be confused with *dear*, refer pupils to the second last line of page 39, in their texts. Do not introduce homonyms for *heard*, *hear* or *our*.

Doing the Exercises

Ex. 1: tru/ly, let/ter; yes/ter/day; dear, hear, hope, friend, heard

Ex. 4: letters, legs, friends

Ex. 5: hoping, hearing; sickness; dearly

Ex. 6: Note that three different vowel sounds result: hour, sour, flour; four, pour; your

In some classes Ex. 7 will refer to an actual situation if one of the pupils is in the hospital, and the letter might be written and sent to this pupil. Show the children the generally accepted format of a friendly letter.

Re-teaching and Re-testing

During the re-teaching period remind pupils to use the six study steps to learn the words. To be sure that some pupils have not reverted to misspellings, dictate the words a second time to all pupils, even those who had no errors in the first dictation. Since several most commonly misspelled words appear in this word list, you may have to re-teach and re-test several times before mastery is achieved.

FOR POOR SPELLERS

1. Write

- the two shortest words. (our, leg) ● two words that rhyme. (dear, hear)
- the longest word. (yesterday) ● a word with twin letters. (letter)

2. Write the word that means

<ul style="list-style-type: none"> ● the day before today. (yesterday) ● not well. (sick) ● what you write to a friend. (letter) 	<ul style="list-style-type: none"> ● what you use in kicking. (leg) ● almost the same as <i>wish</i>. (hope) ● almost the same as <i>honestly</i>. (truly)
---	---
3. Write
 - three words with a silent *a*. (dear, hear, heard)
 - the word with the silent last *e*. (hope)
 - two words with *er*. (yesterday, letter)
4. Write *hear* and *our*.
 - Take *h* off *hear* and add it to *our*. Write the two new words. (ear, hour)
 - Write *sick* and *letter*. Exchange the first letters. Write the two new words. (lick, setter)

FOR GOOD SPELLERS

1.
 - Write the word *card*. Write two other words that end in *ard*. (lard, hard, guard)
 - Name three types of greeting cards that you might send to a friend. (birthday, Christmas, Easter, etc.)
 - Add *board* to *card*, and use this new word in a sentence. (card-board)
2.
 - Write the word *ink*. Write the names of two other things that, like ink, can be used to write letters or make signs. (pencil, water colours, paint, charcoal)
 - How many words can you make from *ink* by adding consonants to the beginning? (sink, pink, mink, rink, link, think, brink, etc.)
3. Write words that sound the same as *heard*, *hear*, *dear*, *our*, but which are spelled differently and have different meanings. (herd, here, deer, hour)
4. Make these new words:
 - Add *ly* to *friend*, and then put *un* in front of the new word. (unfriendly)
 - Put *un* in front of the root word of *truly*. (untrue)
 - Add *ly* to *sick*. (sickly)
 - Add *ful* to *hope*. (hopeful)
 - Add *s* to *our*. (ours or sour)
5. Write a paragraph entitled "I Am a Friendly Letter". Tell of your journey from the time you are written, until you are read by the boy or girl in the hospital.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: hear, truly, heard

MOST COMMONLY MISSPELLED WORDS REPEATED FROM BOOK 2: dear, our

4. Write the words that begin with **l** and the word that begins with **f**. Now write their plurals.
5. • Make new words that end in **ing** from **hope** and **hear**. Be careful!
• Make a new word by adding **ness** to one of the words in the list.
• Write **dear**, and then write a new word by adding **ly**.
6. Write the word **our**. Draw a line under the vowels.
• Write **h**, **s**, and **fl** in front of **our** to make new words. Hear the vowel sound. Be sure you know what these new words mean.
• Notice how the vowel sound changes when you write **f** and **p** in front of **our** to make two new words. Say the new words to yourself. Hear the vowel sounds.
• Write **y** in front of **our**. Say this word.



7. Pretend that this boy in the hospital is a pupil in your class. Write a short letter to him to cheer him up.

LOOK AT THESE WORDS AGAIN



Row 1

Tuesday

eight

world

together

Wednesday

truly

Saturday

electric

Row 2

close

ready

didn't

brought

can't

I'm

don't

Friday

o'clock

Row 3

hear

around

pair

Sunday

heard

isn't

wear

knew

1. The words **eight** and **electric** are in alphabetical order. Look at the second letter in each.
 - Write the words of Row 1 in alphabetical order. The second letter may help you decide on the right order.
2. Write the six words that use in place of letters that are left out. Under each of these, write the full word or words that the shorter word means.
3. • Write the days of the week that are in the list. Beside each word, write the short form. Remember to use capital letters and to end each short form with a .

SUGGESTIONS FOR TEACHERS, UNIT 30

Teaching the Words

Since all of these words have been taught at least once before, first dictate them to the pupils to determine which require further re-teaching. You may want to dictate other words that were misspelled by your pupils and are not included in the review list. The following sentences may be used for testing the twenty-five words of the unit. If desired, the complete sentences may be written by the pupils. It might be well to divide the dictation into separate exercises of four sentences each.

1. He will *wear* a new pair of shoes on *Sunday*.
2. I *knew* that he *didn't* feel well before the game last *Tuesday*.
3. By *eight o'clock* they were *ready* to go.
4. On *Friday* the teacher *brought* her pupils to *hear* the speaker.
5. The two ships sailed *together* around the world.
6. I'm sure that the *electric* store will *close* on *Wednesday* afternoon.
7. *Can't* they *truly* do that, or *don't* they want to do it?
8. I *heard* that he *isn't* playing on *Saturday*.

Excuse from the re-teaching period those pupils who made no errors. Assign them to exercises "For Good Spellers". Base your re-teaching of words which were misspelled on the "Extra Help" exercises, and also on the following points which are reviewed in this unit. Use only those applicable to words which require re-teaching.

1. *Alphabetizing*: Write groups of three words on the chalkboard and have pupils place them in alphabetical order: *Tuesday*, *around*, *close*; *Sunday*, *can't*, *brought*, etc. Now present these pairs of words: *close*, *can't*; *Saturday*, *Sunday*. By questions, develop the principle that if the first letter in two or more of the words is the same, the second letter should be used to determine the alphabetical order. Use these groups for practice: *Tuesday*, *together*, *truly*; *eight*, *electric*, *early*, etc.

2. *Contractions*: Review the two concepts that some words are made shorter by omitting certain letters, and that the apostrophe replaces all letters omitted. Write *I am*, *do not*, *cannot*, *is not*, *did not*, *of the clock* on the chalkboard, and have pupils tell you the shorter forms for these words.

3. *Abbreviations*: Review three ideas in connection with the abbreviations of the days of the week: abbreviations always end with a period; these particular abbreviations are, in effect, the first syllable of the full word; and the first letter in the name of a day of the week is a capital letter.

4. *Verb Forms*: Base the review of the regular and irregular formation of past tense on Ex. 4 on page 73 of the pupils' text.

5. *Phonetic Elements*: A quick chalkboard drill involving long and short vowels, consonant blends, and silent letters should be given:

long *a*: *eight, Tuesday, pair, etc.*

long *e*: *hear*

long *i*: *Friday, I'm*

long *o*: *close, don't, o'clock*

long *u*: *Tuesday, knew, truly*

short *a*: *Saturday, can't*

short *e*: *together, Wednesday, electric, ready*

short *i*: *electric, didn't, isn't*

short *o*: *brought, o'clock*

short *u*: *Sunday*

consonant blends: *world, truly, electric, close, brought, etc.*

6. *Root Words*: Use words such as *getting, having, says, asked, learned, opening, etc.*, to locate and write the root word.

Doing the Exercises

Ex. 1: eight, electric, Saturday, together, truly, Tuesday, Wednesday, world

Ex. 2: didn't – did not; can't – cannot; I'm – I am; don't – do not; o'clock – of the clock; isn't – is not

Ex. 3: Friday – Fri., Sunday – Sun., Wednesday – Wed., Saturday – Sat., Tuesday – Tues., Mon., Thurs.

Ex. 4: you knew; you heard; they brought. Have pupils use the words correctly in sentences. Emphasize the fact that these words are the past forms of the present form words *know, hear, bring*. Remind pupils again about an easy way to remember the spelling of *heard*: the word *ear* is in the word.

Ex. 5: electric, didn't, isn't; brought; Tuesday, truly; Tuesday, eight, Wednesday, Saturday, Friday, pair, Sunday, wear.

The self-testing technique outlined in Ex. 7 is a planned study procedure that should make study periods more profitable for your pupils.

EXTRA HELP

Ex. 1: I'm, can't, don't, isn't, didn't; eight, electric; knew; together; Tuesday, Wednesday; close

Ex. 3: four dots; eight; eight; eight

Ex. 4: to, ear, sat or day, clock or lock

FOR GOOD SPELLERS

Ex. 1: sat, day, sad, rust, say, ray, stay, rat, tar, dust, tray, stray

Ex. 3: of months: Jan., Sept., etc.; of countries: U.S.A., Gr. Br., etc.

Ex. 4: here; ate; pear or pare

Ex. 6: See "For Teachers Only" section at end of unit.

Re-testing and Re-teaching

As usual in the review units, dictate all the words a second time to the whole class. Have the weaker pupils practise words that they misspelled in dictation on the chalkboard. Test this little group from time to time by giving them a dictation of difficult words. You should also be prepared to give individual tests to single pupils with spelling problems. Be sure that the writing on these tests is neat and legible, and that the pupils proof-read all written work carefully.

FOR TEACHERS ONLY

The seven-day week is believed to have originated in West Asia in ancient times. The days were given the names of planets, derived from the names of deities. In English, the names of the days are largely derived from the names of Germanic deities, as well as from Latin names.

Sunday: Old English *sunnan daeg*, translated from the Latin *dies solis*, day of the sun. It is the first day of the week, observed by Christians as a day of rest and worship, in commemoration of Christ's resurrection.

Monday: Old English *Mónan daeg*, (from *mónan*, genitive of *móna*) i.e., moon + day.

Tuesday: Old English *Tíwes daeg*, from *Tíw*, name of a Teutonic god of battle. *Tíw* was identified with Mars, the Roman god of war.

Wednesday: Old English *Wódnes daeg*, day of the god *Wóden*. *Wóden* was the Germanic god of battle. He was identified with the Roman god Mercury because of his wisdom and magic.

Thursday: Old English day of Thunor or Thor. *Thursday* is a rendering of the late Latin *dies Jovis*, day of Jupiter. Thor was the Norse god of thunder, hence of might and war. Armed with a magical hammer, a belt of strength, and iron gloves, he waged war on giants.

Friday: Old English day of the goddess Frig, corresponding to the Old Norse *Frigg*. Originally an earth goddess, she became confused with Freyja, the Scandinavian goddess of love; hence her identification with Venus, the Roman goddess of love; cf., French *vendredi*, *Friday*.

Saturday: From the Latin *Saturni dies*, day of the planet Saturn. In Roman religion Saturn was the god of harvest. On Saturnalia, his festival, work ceased, gifts were exchanged, and the slaves could do as they liked.

- Write the short forms for the other two days.
4. • Write the following to refer to yesterday instead of today:
- you **know** you **hear** they **bring**
- Check what you have written with the word list.
5. Write from the list:
- three words with the short **ĭ** vowel. You will find one in each row.
 - a word in which **gh** is silent.
 - two words in Row 1 in which you hear a long **ū** sound.
 - eight words with a long **ā** sound. Underline the letters which spell the long **ā** sound.
6. • Write **truly** as often as **truly** appears in this sentence.
- Write the root words from which **heard** and **closed** are formed.
 - From the two root words make new words ending in **ing**.
7. Test yourself on each word in the word list.
- First** - look quickly at the word.
- Second** - cover the word with your hand.
- Third** - write the word neatly.
- Fourth** - check to see if the word is right.

Extra Help

1. Write:

- the short forms of **I am, cannot, do not, is not, did not.**
- the two words beginning with **e.**
- the word that has a silent **k.**
- the word with **th.**
- the third and fourth days of the week.
- the word meaning not far away.

2. Answer these questions in sentences. Use the words in heavy type in your answers.

What day **is today?**

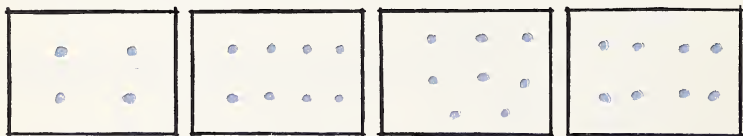
What day **will tomorrow be?**

Have you **brought** your **lunch to school today?**

Are there **children around the school?**

3. Write the number of dots you see on each card, like this:

1. four dots



- ### 4.
- Write **together, hear, Saturday, o'clock** in a column. Beside each write a smaller word which you can see and hear in it.
 - Write **truly**. Draw a box around the **u** to help you to remember it.

For Good Spellers

1. • Make as many small words as you can using the letters of the word **Saturday**. How many did you get? Six is good, but eight or more is much better.
2. Write the names of the numbers from **five** to **twenty**. Use your dictionary if you need help.
3. The short forms like **Tues.** and **Wed.** are called abbreviations. Write five other abbreviations which you have not yet studied in your speller.
4. • Write a word that sounds the same as **hear** but is spelled differently. Tell what it means.
 - Write a word that sounds the same as **eight** but is spelled differently. Tell what it means.
 - Write a word that sounds the same as **pair** but is spelled differently. Use the two words to show that you know what each of them means.
5. Write a story about what happened to a boy or girl who got up one Saturday morning and thought it was Friday instead of Saturday.
6. **Monday** is really **moon day**—it is named after the moon. Find out how one of the other days got its name. A good dictionary will help you.

SIGNS OF SPRING

plant	wind	Easter	first
field	often	nest	there
hole	leaves	spring	

forest
handful

1. Know the meaning of your words

Write the word that means:

- a home for birds.
- many times.
- air moving quickly.
- the opposite of **last**.
- the green part on a tree.
- a large piece of land.

2. Making new words

- Write **there**. Take the **t** away to make a word which means the opposite of **there**. This is a good way to remember **there**.
- Write **hole**. Make two new words by changing the **h** to other letters. Be sure you know the meaning for each new word.
- In place of **f** in **first**, write **th**. Say this new word. Add **y** to make another new word.

3. Words with two meanings

- Use **plant** to show two different meanings for the word.

SUGGESTIONS FOR TEACHERS, UNIT 31

Introducing the Unit

Before pupils open their texts, discuss with them the theme of this unit, Signs of Spring. Write on the chalkboard words from the list that pupils use in developing the theme. As you write each word on the chalkboard, emphasize the consonant *r* assisting the vowels *e* and *i* in *there*, *first*; the short vowels in *plant*, *wind* (*wind* with a long vowel is introduced in Ex. 3), *often*, *nest*, *spring*; the long and silent vowels in *field*, *hole*, *leaves* and in the first syllable of *Easter*; the consonant blends in *plant*, *field*, *spring*, *first*; the consonant partners *th* in *there*.

One of the most troublesome words to spell is *there*. The clue to the proper spelling of *there* in the first part of Ex. 2 should be given to the pupils to assist them in mastering this word. Have pupils use coloured chalk to mark these details on your chalkboard list. The correct pronunciation of *often*, with the silent *t*, should be stressed. Have pupils box or circle *t*.

Doing the Exercises

Ex. 1: nest; often; wind; first; leaves; field

Ex. 2: here; pole, mole, sole; thirst, thirsty

Ex. 3: Both *plant* and *spring* can be used as either a noun or a verb. Be sure that pupils use the correct pronunciation for each of the two meanings of *wind*.

Ex. 4: Easter. Names like Holy Thursday, Good Friday, Easter Monday, might also be introduced.

Ex. 5: The exercise should be developed orally before pupils are asked to write about the pictures.

Re-teaching

In re-teaching, particular attention must be paid to each individual word, since the words have few phonic elements in common. Working at the chalkboard gives much assistance to the poor speller, who should do much of his spelling practice at the board. Writing words that were misspelled in large letters on large squares of heavy paper will also provide a visual form of help for the poor speller.

FOR POOR SPELLERS

1. Look at these four words: *plant*, *wind*, *Easter*, *spring*. In each of these words you see and hear a smaller word. Write the four words and draw a box around the smaller word. (ant or an; win or in; east; ring)
2. Find and write the word
 - in which a consonant has *h* as a partner. (there)
 - which is plural. (leaves)
 - which has a silent *t*. (often)
 - which has three consonants together. (spring)

3. Find and write the words with these vowel sounds: \check{a} , \bar{e} , (3 words), \bar{o} , \bar{e} (2 words), \check{i} or \bar{i} . (plant; field, leaves, Easter; hole; often, nest; wind)
4. The same two consonants are found together in three of the words. What are these consonants? Write the three words and underline the two consonants. (st - Easter, nest, first)
5. *Riddles*
What Am I?
 - I can blow your hat off but you cannot see me. (wind)
 - I am round and empty and sometimes in doughnuts. (hole)
 - I follow on the heels of winter. (spring)
 - I keep little birds safe and warm in the tree. (nest)

FOR GOOD SPELLERS

1. ● Forests are very important to us. List things that we make from the trees of our forests. (furniture, paper, charcoal, turpentine, tar, fuel, rubber, dyes, cork)
 ● Write *forest*. Write another word which means the same as *forest*. (woods)
 ● What word means a heavy forest in a hot, wet country? (jungle)
2. ● Write *handful*. Write two other words that have *hand* in them. (handshake, handsome, underhand, etc.)
 ● Write two words that have *ful* at the end. (cupful, armful, awful, etc.)
3. ● Write words for a soft, quiet wind, and a strong, wild wind. (breeze, gale or other reasonable answers)
 ● *First* belongs with *one*. What words belong with *two* and *three*? (second, third)
 ● *There* means *in that place*. Write the word that means *in this place*. (here)
 ● What word means the opposite of *often*? (seldom - or even never)
4. Write the names of some of the spring flowers that you know. (daffodil, tulip, peony, iris, etc.)
5. Name three birds that return to us in the spring. (robins, ducks, geese, bluejays, etc.)
6. There are many different kinds of homes. A bird's home is a nest. What is the home of a bee? of a fox? of a rabbit? (hive; den; burrow, hole, or warren)

MOST COMMONLY MISPELLED WORDS APPEARING FOR THE FIRST TIME: often, Easter

MOST COMMONLY MISPELLED WORDS REPEATED FROM BOOK 2: first, there

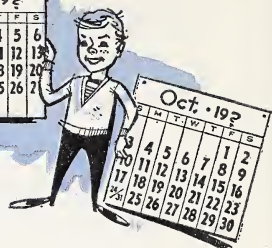
- Do the same for **spring**.
 - **Wind** can mean air that blows trees and boats. In this meaning, the vowel **ī** is short. Write a sentence telling something about **wind** with this meaning and with the short sound of the vowel.
 - To **wind** is to tighten the springs of some clocks and watches to keep them running. In this meaning, the vowel **ī** is long. Use **wind** with this meaning and with this long sound of the vowel.
4. Write the word that is the name of a special day. At what time of year does it come?
5. Tell one or two things about each of these pictures. Use **Signs of Spring** as a title for what you write. Be sure to proof-read.



A RHYME FOR THE YEAR

Thirty days hath September,
April, June and November.
All the rest have 31,
Except February which has 28;
And Leap Year coming once in four,
February then has one day more.

Nov. 19??						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				



This rhyme will help you to remember how many days are in each month.

April	February	June	December
March	May	January	November
October		September	

- Write the names of the months when you go to school. Start with September. Notice that each word begins with a capital letter.
- What are the two months of summer holiday? Check how you spell them by finding them on page 109.

Now look at these short forms. Remember, each ends with a period.

Mar.	Feb.	Dec.	Nov.
Apr.	Oct.	Sept.	Jan.

SUGGESTIONS FOR TEACHERS, UNIT 32

Introducing the Words

Just the ten school months are included in the unit; the teaching of *July* and *August* might be incidental.

Throughout the unit pupils should be reminded to say and hear the words carefully. Much of the difficulty in spelling *February*, for example, may be attributed to faulty pronunciation and careless listening. Emphasize the *br* combination.

Beginning with *January*, say each month carefully, and write it on the chalkboard. Separate each word into its syllables. Draw attention to the *uary* ending in *January* and *February*, the *ember* ending in *September*, *November*, *December*, the *ch* in *March*, the *pr* consonant blend in *April*.

Pupils should notice that the first syllable is not necessarily the abbreviated form, as it is with the days of the week. With the exception of *Sept.*, all other abbreviations are the first three letters of each month. Emphasize that all abbreviations have a period at the end, and that generally no abbreviations are used for *May*, *June*, or *July*.

Doing the Exercises

Ex. 3: December, February, October, January, October

Ex. 4: May, June (and sometimes April); March

Ex. 5: Learning the rhyme on page 78 should prove helpful for this exercise and also in arithmetic classes.

Ex. 7: September; November; February

Testing and Re-teaching

Dictate the names of the months in random order, beginning with *June* and *May*. Instruct pupils to write the abbreviation of each month beside the full name for the remaining eight months in the list. Check most carefully for capital letters and periods after the abbreviations. Of course, the real test on these words and their abbreviations is found in the daily dating of exercises and notes. Throughout each month alternate the use of the full name of the month with its abbreviation.

The words in the unit are difficult and require much written repetition. The following exercises "For Poor Spellers" provide extra written drill.

FOR POOR SPELLERS

1. Sometimes the months are numbered, beginning with January as number 1. Write these numbers and beside each, write the name of the month: 4, 12, 2, 1, 6, 3, 5, 11, 10, 9. (April, December, February, January, June, March, May, November, October, September)

2. Write the names of the months that have: one syllable; two syllables; three syllables; four syllables. (March, May, June; April (July, August); October, September, December, November, February, January)
3. Write the names that end in: *er, ary, ch, ay, e, l*. (October, November, September, December; February, January; March; May; June; April)
4.
 - In which month is: the first day of spring? (March) Easter this year? (March or April) the end of the school year? (June)
 - Which month has an extra day in Leap Year? (February)
 - Which month: begins the year? (January) ends the year? (December) has the longest day? (June) comes before June? (May)

FOR GOOD SPELLERS

1. What signs or things are used to decorate for St. Patrick's Day? for Valentine's Day? (shamrocks, harps, potatoes, etc.; hearts, cupids, arrows, etc.)
2. Write the month in which this particular date is important and tell why: 31, 1, 25, 24. (October 31 – Hallowe'en; January 1 – New Year's Day (or July 1 – Dominion Day); December 25 – Christmas; May 24 – Victoria or Commonwealth Day)
3.
 - Describe what the branches of a maple tree would be like in December, in June, in September.
 - What does a bear do during the month of January? (sleeps, hibernates)
 - What is the groundhog supposed to do on February 2? (come out to look for his shadow)
4.
 - For what reason are September 21 and March 21 important? (first day of fall, first day of spring)
 - What do you call a year that has 366 days? (Leap Year)
 - How often do years of 366 days come around? (every 4 years)
5. *Monthly Puzzles*
 - This month has all the letters of *year* in it. (February)
 - This month was named for Julius Caesar. Guess which it is. (July)
 - This month is related to *janitor*. Look at the beginning of it to find it. (January)
6. Answer in words:
 - How many months are there in a year? in two years?
 - How many days are there in July and August together?
 - How many months and days have passed since your birthday?

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: February, April, October

2. Write these short forms in a row down your page, and beside each write the full name of the month.

3. Write the name of each of these special days, and beside it write the month in which it comes.

**Christmas, Valentine's Day, Thanksgiving,
New Year's Day, Hallowe'en.**

4. • What months have the names of girls? Write these words.

• What is the name of the month that also means **to walk like soldiers**? Write this word.

5. Write the twelve months of the year beginning with January, and after each month write the number of days in it.

6. If you say the names of the months clearly they are easy to spell. Be sure to say **February** clearly. Notice the **r** that follows the **b**. Write **February** again. Draw a box around **br**. Mark each of the vowels long $\bar{}$ or short $\underset{\cdot}{}$.

7. Write:

- the month and date of your birthday.
- the month when you start school each year.
- the eleventh month of the year.
- the second month of the year.

SHOWING POSSESSION

party	lost	done
began	uncle	next
mother	woman	aunt
their	father	

grandmother
grandfather
basket

When you say that Mary owns a skipping-rope, you mean that the skipping-rope belongs to her. You can also say:

This is **Mary's** skipping-rope.

The pencil belongs to Father. So you can say:

This is **Father's** pencil.

- What do you add to the word **Mary** to show that the skipping-rope belongs to her?
- What do you add to **Father** to show that the pencil belongs to him?

1. Write a few words to name:

- the pencil that belongs to your uncle.
- a car a father owns.
- a dress that belongs to a mother.
- the party given by Mary.

2. • Write the plural of **uncle** and **aunt**.

- Now look at the word **woman**. What word do the last three letters spell? Write the plural of this small word. Now write the plural of **woman**.

SUGGESTIONS FOR TEACHERS, UNIT 33

Teaching the Unit

This unit introduces pupils to the use of the apostrophe to show ownership, the second important use of the apostrophe (see Unit 25). One of the most common mistakes that pupils make is to use the apostrophe and *s* to pluralize nouns. You should be alert to this problem.

Discuss with your pupils the names given to the members of a typical family, and write these names on the chalkboard, separating them into two groups, those that are listed in this unit and all others mentioned. Add to the first of these lists the other words of this unit. Then discuss with the pupils the introduction to the unit on page 80. Use coloured chalk to show on the chalkboard how ownership is indicated for *Mary* and *Father*. Concentrate only on the addition of *'s* to singular nouns. Develop the thought that *'s* is added to the word that "does the owning".

In addition, have pupils notice the following details about some of these words: the long and short vowels in *began*, and the small word *be* which is the first syllable; the consonant *r* with *a* in *party*; the consonant partners *th* and the *er* ending in *father* and *mother*; the short vowel *u*, the silent vowel *e* and the consonant blend *cl* in *uncle*; the short vowel *o* and the consonant blend *st* in *lost*; the short vowel *e* and the *xt* blend in *next*; the short vowel *a*, the silent vowel *u*, and the blend *nt* in *aunt*; the irregular sounds of *o* in *woman* and *done*; the word *one* in *done*, with the same sound for the vowel. You may want to use some of these details for the re-teaching period, rather than in the initial presentation of the words.

Point out to the pupils that often the letter *y* in words is changed to *i*. The word *their*, showing that *they* own something, is formed by changing the *y* to *i* and adding *r*. Thus, *their* is related to *they*, as *your* is related to *you*. *Their*, like *there*, is frequently confused. Establish it thoroughly before mentioning its homonym, unless someone in the class raises the matter of the resemblance between *their* and *there*.

Doing the Exercises

Ex. 1: uncle's pencil; father's car; mother's dress; Mary's party

Ex. 2: uncles, aunts; women. Check carefully for any incorrect use of the apostrophe in this exercise.

Ex. 4: doing, does. At this point *began* and *lost* should be discussed as past words. Have pupils write the present forms – *begin* and *lose*. Sentence context should strengthen the spelling of these words.

Ex. 5: lost, done, began

For the exercise "Picnic Time" discuss the picnic theme with your pupils, having them tell you of preparations, the actual picnic, and the return home. Write on the chalkboard any words other than those in

the list which pupils may want to use. Encourage pupils to proof-read carefully what they have written; then check their spelling yourself.

Testing and Re-teaching

Use one of the pupils' stories and other additional sentences for a context dictation of the words. Have pupils write only the words, not the context. You may wish to include words that proved difficult in preceding units.

Try to re-teach words that were misspelled by a method different from your initial teaching. You might group the words according to meaning: words that mean a man – *uncle, father*; words that mean a woman – *woman, aunt, mother*; words that mean and belong to more than one person – *party, their*; words that indicate something that happened in the past – *lost, done, began*; a word that means nearest to – *next*. Use the exercises "For Poor Spellers" at this time, if you wish, then re-test the whole class. Make certain that pupils are maintaining their individual lists of difficult words.

FOR POOR SPELLERS

1. Write the words that mean people. (father, aunt, uncle, mother, woman)
2. Write the words in which *t* joins *h* to make a new sound. (mother, father, their)
3. Find and write: the word with silent *u*; the word with a long *e*; the two words that end in silent *e*; the word with a short *u*. Mark the vowels. (ā u nt; bēgān; ūncl e , dōn e ; ūncl e)
4. Write
 - the words in which you can see and hear *man, be, part*. (woman, began, party)
 - the word in which you can see its root word. (done)
5. Write
 - two words which name women. (mother, aunt)
 - what you call your mother's sister. (aunt)
 - the word which means *belonging to them*. (their)
 - what you call your aunt's husband. (uncle)

FOR GOOD SPELLERS

1. ● Write the second part of the pair for the following words: (Like this: father, mother; uncle, aunt) buck, rooster, king, duke. (doe, hen, queen, duchess)

- Write the other part of the pair for the following words: (e.g., woman, man) lady, lioness, tigress, niece, lass, grandmother. (gentleman or lord, lion, tiger, nephew, lad, grandfather)
2. What relation to you is your grandfather's son? (father or uncle) your mother's sister's husband? (uncle) your father's brother's child? (cousin) your mother's mother's mother? (great grandmother)
3. ● Write *basket*. Name three other things that, like basket, are used to carry something. (suitcase, briefcase, handbag, shopping bag, etc.)
● Find and write two more words that end in *cle*. (bicycle, tricycle, barnacle, pinnacle, manacle. Do not expect the last group from third graders. Have pupils check the spelling of words ending in *ckle* which they might produce.)
4. ● *Their* is a word showing ownership for *they* or *them*. Write the words showing ownership for *I, we, you, he*. (my or mine, our or ours, your or yours, his)
● Sometimes ownership is shown by 's, sometimes in another way. Look at *the door of the house*. Which word shows that the door belongs to the house? (of) Choose the correct way of showing ownership in the following examples: the dress belonging to the doll, a window that is part of a store, the door on a car. (doll's dress, store window or window of a store, car door or door of a car)
5. Write these sentences so that they tell about something that is happening right now:
 - I have written all my spelling words.
 - I have done my arithmetic carefully.
 - The dog has lost much of his hair.
 - My cousin began to study music.(Accept either I write or I am writing, etc.)
6. Tell what kind of party you might go to in the spring of the year; in the fall; in the winter. (wiener roast, birthday party; Hallowe'en party; tobogganing or skating, etc. Accept personal kinds of answers.)
7. *Some Puzzles*
 - Which nursery rhyme tells about something lost? (Little Bo Peep, Three Little Kittens, etc.)
 - Which nursery rhyme has the words "began to sing"? (Four and Twenty Blackbirds)
 - Name two nursery rhymes that tell about an old woman. (There was an old woman who lived in a shoe, Old Mother Hubbard, etc.)

**MOST COMMONLY MISSPELLED WORDS APPEARING
FOR THE FIRST TIME:** uncle, woman, done, aunt

**MOST COMMONLY MISSPELLED WORDS REPEATED
FROM BOOK 2:** mother, father, their

3. Copy the sentences which are true:

- We began reading before Grade 3.
- The next page is page 82.
- All pupils in my class have done their work well.
- Some children have done their work well.

Draw a circle around each word from the list in your sentences.

4. • Write **done**. Underline the root from which **done** is formed.

- Make two other words by adding different endings to this root word.

5. Write words from the list which are the opposite of **found**, **not done**, **ended**.

PICNIC TIME



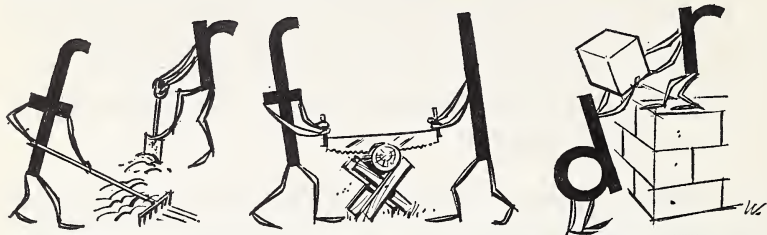
Why do you think Judy's brother is up the tree?

What do you think happened before this picture was drawn? What do you think will happen next?

Write a story about this picnic.

Often two consonants work together in a word.

In this unit, each of the two consonants helps the other, but still does its own work in the words.



front

hundred

just

still

from

truly

presents

cry

kept

almost

sky

draw

fly

only

1. Write **from** and **front**. Write the other ten words in alphabetical order. In each word, draw a coloured line under the two consonants that are working together.
2. Write **still**, **kept**, **just**, and mark the vowels long ~ or short ^ .
 - Four words in this list have two syllables. Write these words and mark the syllables. Write the four words again.
3. **Cry** and **fly** can be used in different ways.
 - Each can be the name of something. Use **cry** and then **fly** as the name of something.

SUGGESTIONS FOR TEACHERS, UNIT 34

Introducing the Words

In this unit, all the words except *only* have consonant blends. Before proceeding too far with the lesson, illustrate for the pupils the significant difference between consonant partners (Unit 4) and consonant blends. The most common partners are a consonant and *h*; the letters in a consonant partner formation lose their individual sounds and form a new sound – e.g., *phone*, *think*, *which*, *shine*. In a consonant blend, letters work together, but the sound of each can be heard – e.g., the *f* and *l* in *fly*, the *s* and *t* in *just*. Write the spelling words on the chalkboard. Ask the pupils what consonants are working together in each word. Underline these consonants. Pupils should notice that consonant blends can be at the beginning, in the middle, at the end. The blend in *hundred* is *dr*, in *almost*, *l* and *m* are not a blend, but *st* is; similarly *n* and *l* in *only* are not a blend. Watch the sound of *u* in *just*; a common speech error is to say *jist*.

Doing the Exercises

Ex. 1: almost, cry, draw, fly, hundred, just, kept, only, still, truly

Ex. 2: still, kept, just; hun/dred, tru/ly, al/most, on/ly. Pupils should notice that syllable divisions do not separate the letters of a blend.

Ex. 3: crying, flying; cries, flies. Chance the *y* to *i* and add *es*.

Ex. 4: truly, hundred, still. Consonant blends are shown together in the jumbles.

Ex. 5: keeps, keeping; almost

Ex. 6: still; hundred; front; almost

Re-teaching

If you based your initial presentation of the words on the consonant blends, base your re-teaching of words that were misspelled on other details of the words. Point out the double *l* in *still*; the long *u* in *truly*; small words in large ones – *ill* in *still*, *most* in *almost*, *raw* in *draw*, *red* in *hundred*; the fact that *cry* and *fly* rhyme. Check the pupils' writing to make sure that a spelling error is not really an error in writing.

FOR POOR SPELLERS

- Write the words with these short vowel sounds – \bar{e} , \bar{i} , \bar{o} . (hundred, kept; still; from)
● Write the words with these long vowel sounds – \bar{e} , \bar{i} , \bar{u} . (truly, only; fly, cry; truly. Note that these are vowel sounds, not just vowels.)
- Write the word that
● has *most* in it (almost) ● has *ill* in it (still)
● has the root word *true* (truly)

3. *Some Puzzles*

- I mean 10 times 10. What word am I? (hundred)
- I mean the same as *to weep*. What word am I? (cry)
- I mean an insect and also what birds can do. What word am I? (fly)
- I mean the same as *nearly*. What word am I? (almost)

4. Answer with a word from the list:

- What word is made from *true* by adding *ly*? (truly)
- What word is written *cried* in the past? (cry)
- What word means the opposite of *back*? (front)
- What word means the opposite of *noisy*? (still)

FOR GOOD SPELLERS

- Use *presents* in two sentences, first, as the name of something, and second, to tell what is happening. Mark the accent in *presents* as you write it. (As a noun, the accent is on the first syllable, as a verb, on the second.)
 - Write *sky*. Now replace the letter *y* with *i*. Use the new word in a sentence. (ski)
- Write the words which mean ten times one hundred; one hundred times one hundred; one thousand times one thousand. (thousand, ten thousand, one million)
 - Write in words: 1/100; 1/1000. (one one-hundredth; one one-thousandth)
- Business letters are often closed with the words "Yours truly". How would you end a friendly letter? a letter to your mother? (Yours sincerely, Your loving son or daughter, With love, etc.)
 - Write the heading for a letter written from your own home.
- Find and write seven or eight words beginning *fra*, *fre*, *fri*, *fro*, *fru*. (frame, frantic; fresh, freeze; fried, friend, fright; frost, froze, frontier; fruit, frumpy, etc.)
 - Write two more pairs of words like keep, kept. (creep, crept; sleep, slept; weep, wept)
- Write two words which mean almost the same as *still* in this sentence: The clouds hung low over the still water. (quiet, motionless, tranquil, etc. Accept any reasonable words.)
 - A *fly* is an insect. Name three more insects that you know. (mosquitoes, beetles, bees, grasshoppers, etc. Not spiders; they are animals.)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: just, almost

MOST COMMONLY MISSPELLED WORD REPEATED FROM BOOK 2: from

Cry and fly can also tell what is happening.

Add **ing** to each of these words and use the **ing** words to tell what somebody is doing.

How do you write the plural of a word ending in **y**? Write the plural of **cry** and of **fly**.

4. Word puzzles

What word is each of these jumbles?

u
tr
l y

u n
dr
h e d

i
st
l l

5. Mother **kept** house.

Write **kept**. Write the form of **kept** which would tell what Mother does today. Add **ing** to one of the two words you have just written.

- Write **always** and a word from the list which begins the same way.

REMEMBER

always)
almost) have only one l.



6. Some riddles. What word am I?

- I mean **very quiet**.
- I am this number, **100**.
- I mean the opposite of **back**.
- I mean **not quite**.

GONE FISHING



This family has gone on a fishing and hunting trip. Pretend that you are in these pictures and write your story.

fish
lines
head
two
gone
until

country
knife
hunting
caught
ever

camp
tail
skin

1. • Write the root words of **lines**, **gone**, and **hunting**. Then add the endings to make the words in the list.
 - Write **fish**, **lines**, **until**, **hunt**. Draw a circle around any silent vowel. Mark the other vowels in these words long or short.
2. • Write **country**, and the plural of **country**.
 - Write **knife**. To make **knife** plural, do this:
 $\text{knife} - \text{fe} + \text{ves} = \text{knives}$
 - Write the plural of **fish**. *fishes*

SUGGESTIONS FOR TEACHERS, UNIT 35

Teaching the Words

Use the pictures to motivate a discussion which will produce several of the words in the list – e.g., *fish, lines, country*, etc. Write the words from the list on the chalkboard as the pupils use them in the discussion. Then write on the chalkboard any words that were not used. The writing of the story should be left until the words are learned.

Doing the Exercises

Ex. 1: line, go, hunt; lines, gone, hunting; fish, līn (ē) s, ūtīl, hūnt

Ex. 2: countries; knives; fish (fishes in Biblical language)

Ex. 3: dish, wish; fine, mine, pine; dead, lead, read; lead, read; headlines

Ex. 5: cau (gh) t

Ex. 6: goes; hunters; going; catch; uncle.

Re-teaching

Since the spelling words are not based on a common phonic principle, the re-teaching will have to be based on single words. However, you will draw attention to the parts of the individual words which have been misspelled. Very often it is a confusion of phonic elements which can be spelled in several different ways which causes the error, e.g., *caught* is frequently misspelled *cought*, two is often written *tow*, and poor spellers tend to transpose the consonants in *country* and/or to omit one of *o* or *u*. The combination *ea* spelling short *e* occurs not only in *head* but in other common words like *bread, spread, read* and *weather*. *Knife* in the singular form does not cause much trouble, although some pupils do forget the silent *k*, and others make an error in writing the difficult *fe* combination. There is a temptation to double the *l* of *until* because of *till* and *still*.

Having re-taught the words which were misspelled, dictate all the words again to all pupils. If you cannot afford to spend more time in order to make sure of complete mastery of all words by all pupils, and if only one or two difficult cases remain, continue with the next unit, remembering to include the troublesome words from Unit 35 in subsequent teaching periods.

FOR POOR SPELLERS

1. Write the words that have these silent letters: *e, gh, a, k, w*. Draw a circle around these letters. (lines, gone, knife; caught; head; knife; two)
2. Write the word that means just one of these: *knives, countries, heads*. (knife, country, head)
3. ● Write the word *two* and beside it, write the word in the list that is plural. (lines)

- Now write *two* again and beside it, write another word that may be plural. (fish)
4. Write *knife* and in front of it, write another word from the list that names a special kind of knife used on a camping trip. (hunting or fish knife)
 5. ● Write *two* and after it, write all the words that have two syllables. (until, ever, country, hunting)
 - Write *ever*. Make two more words by adding (i) *n* at the beginning, and (ii) *s* at the beginning and *al* at the end. (never, several)

FOR GOOD SPELLERS

1. ● Write *m* in place of the first letter of one of the extra words to tell what the postman brings. (tail – mail)
- Write *h* in place of the second letter of one of the extra words to name the front of your leg below the knee. (skin – shin)
- Write the extra word that tells what the family in the first picture has built. (camp)
2. Pretend that you are going on a camping trip. List the equipment and supplies that you should take with you. (Accept a wide range of answers.)
3. ● Write two other words which form their plurals like *knife*. (wife, wolf, elf, etc.)
- Write two words which mean two of something. (couple, pair, twins, brace, etc.)
4. Make new words using *head* as part of them, e.g., headline. (forehead, headpiece, behead, etc.)
5. In a sentence tell where you might live if you lived in the country; close to a big city. (Accept either specific place names or general statements such as on the farm, etc.)

MOST COMMONLY MISPELLED WORD APPEARING FOR THE FIRST TIME: until

MOST COMMONLY MISPELLED WORD REPEATED FROM BOOK 2: two

3. ● In place of **f** in **fish**, write **d** and then **w**. Pronounce these two new words.
 - Take **s** from **lines**, and in place of **l** write **f**, **m**, and then **p**. Say these three words.
 - In place of **h** in **head**, write **d**, **l**, and **r**. Say these three words and hear **ea** change its sound. Which two of these new words can be pronounced in two different ways?
 - Join two words from the list to tell what you find across the top of a newspaper.
4. ● Write **knife**, **know**, and **knew**. Circle the silent **k** in each of these three words.
 - Remember that **until** has just one **l**. Write **until** as often as it appears in this exercise.
5. ● Write **catch**, and the form of **catch** which tells of yesterday. Check with the word list.
 - Underline the vowels in the word you have written. Circle the silent letters. Write the word a second time.

6. Word arithmetic

- gone — ne + es =
- hunting — ing + ers =
- gone — ne + ing =
- caught — aught + atch =
- until — til + cle =

LOOK AT THESE WORDS AGAIN

woman
country
front
caught
only



30 56x24

often
different
o'clock
just
October
enough
bought
several

aunt
Easter
buy
April
woman
uncle
early
almost

done
clothes
until
friend
caught
weather
colour
February
guess

1. From the word list find and write:

- two words with **au**.
- three words with **st**.
- five words with **er**.
- three words with **ea**.
- two words with **th**.
- three words with **ou**.
- three words with **cl**.

2. Write these words, and beside each write the plural form:

colour
aunt

friend
guess

woman
uncle

3. The names of three months are in this list. Write these words, and beside each write the short form of the long word. What comes at the end of each short form?

SUGGESTIONS FOR TEACHERS, UNIT 36

Re-teaching the Words

You may want to pre-test to find out which words require re-teaching, and to whom. If you know that all your pupils need the review, then omit the first dictation and proceed directly to a discussion of the words in the list. The following sentences are suggested for a first context dictation. Add to the spelling words, words from the lists that the pupils have maintained. The good spellers might be asked to write the whole sentence.

1. My *aunt* bought a new hat for *Easter*.
2. Often the *weather* is quite cold in *February*.
3. He had *just done* his homework when his *friend* called.
4. The *woman* said she would wait *until* three *o'clock*.
5. I *guess* my *uncle* caught a cold last week.
6. *Early* in *October*, she will *buy* some winter *clothes* for the children.
7. Last *April*, several of our pupils were *almost* lost on a hike.
8. There is *enough* paint of each *different colour* to finish the large picture.

Excuse from further review pupils who can spell all the words, and re-teach only the words that were misspelled. Assign only the exercises that deal with these words, and after each test, eliminate words that were correctly spelled, so that only the most troublesome words remain.

There are several possible groupings of these words. You may present them according to general meaning: words that mean people – *aunt, woman, uncle, friend*; words that mean times in the year – *April, Easter, February, October*; words that name other things – *clothes, weather, colour, guess*. Examine the words carefully with the pupils, paying special attention to the parts of the words where errors were made in the pre-test, e.g., silent letters – the *u* in *aunt*, the *e* in *uncle*, the *i* in *friend*, the *th* and the *e* in *clothes*, the *a* in *Easter*, the *a* in *weather*, the *u* in *guess*, the *u* in *colour*. (Since many dictionaries support the spelling *color* you may present it as an acceptable alternative.) Special attention must be given to *February*, the most difficult of the month names; the *ru* combination in particular is frequently misspelled.

Done, caught, bought may be taught together as the past forms of verbs. Ask the pupils what else *bought* and *caught* have in common. The silent *gh* combination is in both words. Note however the difference in the vowel. *Gh* is also found in *enough* with an *f* sound. Have pupils write these words, marking any silent letters (also the *e* in *done*), then check and rewrite them.

The words may also be grouped according to the number of syllables: *buy, just* have one syllable; *early, until, often, o'clock, almost* have two; and *different* and *several* have three. In *early* the *a* is silent, in *often*, the *t* is. Point out the single *l* in *until* and *almost*, the consonant blend *st* in *almost* and *just*. Concentrate on any other parts of these words where errors were made, then dictate the words again, and check the pupils' marking carefully. Be sure that the writing is neat and legible.

Doing the Exercises

As suggested above, omit any of the exercises which provide practice for words which your pupils spelled correctly.

Ex. 1 requires pupils to find words with rather difficult letter combinations. Pupils should be instructed to write the answers like this: *au* – aunt, caught; *er* – different, October, several, Easter, weather; *th* – clothes, weather; *cl* – o'clock, uncle, clothes; *st* – just, Easter, almost; *ea* – Easter, early, weather; *ou* – enough, bought, colour.

Ex. 2: colours, aunts, friends, guesses, women, uncles. Review the two most common ways of pluralizing words, adding *s* and adding *es*. Determine when *es* is added instead of just *s* – when a word ends in an *s* or *sh*.

Ex. 3: October, April, February; Oct., Apr., Feb. Be sure that pupils put a period at the end of the abbreviation.

Ex. 4: enough; bought, caught; done, uncle

Ex. 5: just, enough, bought, aunt, buy, uncle, until, caught, colour, February, guess

Ex. 6: often; early; almost; done. Additional practice with vowels can be given with this exercise: Write these words and mark the vowels long, short, or silent: *o'clock*, *g* **(u)** *ess*, *unt***il**, *fr* **(i)** *end*, *Apr***il**, *cl***o***th* **(e)***s*, *j***u***st*, *E* **(a)** *st***er**, *w***e** **(a)** *th***er**, *uncl* **(e)**.

EXTRA HELP

Ex. 1: bought, aunt, buy, April, almost, clothes, caught; woman, until, weather

Ex. 3: that woman's clothes; my friend's uncle; Canada's weather

Ex. 4: caught; came; were

FOR GOOD SPELLERS

As with the "Extra Help" exercises, use only those exercises from which you feel your pupils would profit.

Ex. 1: donE - EaRLY - ApRil - buY; aUnt - UnclE - guEss. With the exception of the *A* in April, the letters common to two words in succession are capitalized.

Ex. 2: cupful, spoonful, armful, etc.

Ex. 3: Accept any compound words such as breakfast, airplane, etc. Dad, Papa, Mommy, Grandpa, Grannie, etc. Accept any more personal terms which the pupils might choose.

Ex. 4: foggy, stormy, windy, snowy, icy, etc.; March, February, January

Ex. 5: Discuss with the pupils the various ways of taking pictures with a camera - posed in a studio, action shots, etc. Some cameras are like the one in the picture, others are the shape of a box, others have many little knobs and buttons to adjust. Stress the importance of neat writing and careful proof-reading.

MOST COMMONLY MISSPELLED WORDS APPEARING IN THIS UNIT: often, different, o'clock, just, October, enough, bought, several, aunt, Easter, buy, April, uncle, woman, early, almost, done, clothes, until, friend, colour, February, guess

FOR TEACHERS ONLY

The months of the calendar are roughly equated to the phases of the moon. Some calendars (e.g., the Moslem) are based on this calculation and feast days change season.

January is from *Janus*, the Roman god of "beginnings", both temporal and spatial. As spatial god he presided over gates and doors; as temporal god, over first hour of day, first day of month, and first month of year. He was represented with two bearded heads set back to back.

February is from the Latin *Februarius* (*februa*, purification) because of the rites of expiation in February.

March is from *Mars*, the Roman god of war. The father of Romulus, he occupied, next to Jupiter, the highest place in Roman religion. Festivals to him were held in March.

April is from Old French *avril*, the Latin *aprilis*.

May is from *Maia*, one of the Greek Pleiades, a daughter of Atlas. She was an attendant of Artemis, the virgin huntress, and later became a star. In Roman religion she was the goddess of spring.

June is from the Latin *Junius*, the name of a Roman gens (clan) of which the Bruti were the most distinguished.

July is named for Julius Caesar.

August is named for Augustus, first Roman emperor, grandnephew of Julius Caesar.

September is from the Latin *septem* (seven), the seventh month of the Roman year, reckoning from March.


October is from the Latin *octo* (eight), the eighth month of the Roman year which originally began in March.

November is from the Latin *novem* (nine), the ninth month of the old Roman calendar which began with March.

December is from the Latin *decem* (ten), the tenth Roman month, reckoning from March.

4. • Write the word in which **gh** sounds like **f**. Draw a coloured line under **gh**.
• Write the two words in which the **gh** is silent. Circle the **gh** in these two words.
• Write the two words which end in a silent **e**. Circle the silent **e**.
5. Write all the words in the list which have a **u** in them. You should find eleven words. Be sure you spell them correctly.
6. Write the word that:
• means **many times**.
• means the opposite of **late**.
• means **not quite**.
• comes from the root word **do**.
7. • Write **often**. Circle the silent consonant.
• Use **often** to tell about something that you often do.
• Write **until** and **almost**. What must you remember about these words?
8. • Write **different**. Be careful to write all the letters, and in their proper order. Use **different** to tell about something which is **different** today from yesterday.
• Use **guess** and **weather** to tell something about tomorrow.

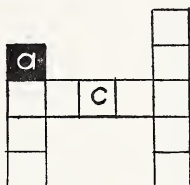
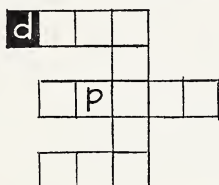
Extra Help

1. Write **colour** and all the words in the list that would come before **colour** in the dictionary. You should have eight words. Check the spelling of each word carefully, noting any unusual parts.
 - Write **uncle**, and all the words in the list that would come after **uncle** in the dictionary. How many did you write?
2.
 - Write the days of the week in a column, with the short form for each beside it. Check your work by turning to page 109.
 - Write the months from September to April in a column, with the short form for each beside it. Check your work by turning to page 109.
3. Use  to write a shorter form of:
 - the clothes of that woman.
 - the uncle of my friend.
 - the weather of Canada.
4. Rewrite these sentences to make them happen yesterday. Change the words in heavy type.
 - He **will catch** only eight fish.
 - Easter often **comes** in April.
 - In the spring the leaves **are** light green in colour.

Check to see that you have spelled every word correctly in these sentences.

For Good Spellers

1. ● Draw these puzzles, and fill in the squares to form words. The words need not be from the list. Begin with the black square.



- Make up a puzzle like these for yourself.
2. **Handful** means a **hand full**. Write two other words like **handful**. Watch the l's!
 3. ● **Grandmother** and **grandfather** were extra words in Unit 33. Write two other words which are made in the same way.
 - Write shorter names which are often used for Father, Mother, Grandfather, Grandmother.
 4. ● Make a list of five words you could use to tell about the weather. Start your list with **rainy**.
 - Unscramble the following, to make words which are the names of months:
camrth yerurbaf aayjurn
 5. The drawing at the beginning of this unit shows a man taking a picture with a camera. Write a short story about some snapshots you would like to take. Be sure to proof-read your story.

MY GARDEN

ground
till
might
could
any
own
does
shall
would
killed
now

twenty
thirty

1. • Write the three words with **ou** in them. Say these words to yourself. Notice the different sounds of **ou**.
 - Write the two words with **ow** in them. Hear the different sounds of **ow**.
2. • List the three words which have double letters. Underline the double letters.
 - Write the word which has two silent consonants. Circle these consonants.
3. • Write **does** and **killed**, and beside each write its root word.
 - To the root of **killed**, add **s** and **ing**. Write these two new words.
 - To the root of **does**, add **ing**. Write this word.
4. • **Till** can mean to **dig** and **rake**. Use **till** to tell what a farmer does to the ground.
 - **Till** can also mean **until**. Write both of these words. Draw boxes around the **ll** and the **l**.

SUGGESTIONS FOR TEACHERS, UNIT 37

Teaching the Words

Most of the words in this unit are small but troublesome and require close attention. The word *ground*, and the distinction between the *ou* and *ow* spelling of the same sound were first introduced in Unit 10. Consolidate the point further by reference to examples of *ou* and *ow* in the spelling list – *would*, *could* (they rhyme and both have a silent *l*), *now*, *own*. You might also refer to *brown*, which was first presented in Unit 10 as well. Group *shall*, *till*, *killed* as words containing the double *l*; when used as a verb, *till* is the present form. Have pupils realize that *killed* is the past form of a verb, and have them name the root word. If you feel that it will not confuse your pupils, teach *shall* as the future form of the verb *to be*. Point out the silent *gh* in *might*, and have pupils suggest other words that rhyme with *might* and are spelled the same – *right*, *light*, *fight*, etc. Write these on the chalkboard along with *might* as the *ight* family. Have pupils recognize the root word *do* in *does*, and the *es* ending. *Does* is sometimes misspelled *dose*. If your pupils do not make this error, do not draw their attention to the possibility.

Doing the Exercises

Ex. 1: *ground*, *could*, *would*; *own*, *now*. Have the pupils use the last two words in sentences.

Ex. 2: *till*, *shall*, *killed*; *mi* (gh) *t*

Ex. 3: *do*, *kill*; *kills*, *killing*; *doing*. To provide additional practice in root words and endings, question pupils regarding another word made from *do*, which they have studied before (*done*). Have the pupils use *do* and *done* in sentences. Make sure that *done* is used with an auxiliary verb.

Ex. 6: Direct pupils to write the word in the list, followed by the new word or words: *any* – *many*; *could* – *should*; *now* – *cow*, *how*, *low*, *row*. You may want to have pupils use the new words in sentences, to make sure they know the meanings.

Ex. 7: In most classes this unit will be taken at the time of year when gardens are being planted. Discuss gardening with the pupils, and gardens that may be planted by their families or neighbours. Write on the chalkboard any words not in the spelling list which pupils want to use in their stories and ask for. As always, stress the importance of legible writing and careful and thorough proof-reading.

Dictating and Re-teaching

You may want to use one of the pupils' stories, written for Ex. 7, as dictation practice. You may have to use additional sentences for any

words in the list which were not used in the story. Say the word, read the sentence through, then isolate the word that is to be written.

All or some of the exercises "For Good Spellers" may be assigned at this time to pupils who had all the words correct.

In re-teaching words to pupils who had errors, base your approach on the type of error made - e.g., the omission of *u* in *could*, or the use of *e* instead of *a* in *any*, due to phonic spelling. One of the possible groupings of words is according to meaning, as they refer to the theme of the unit, My Garden. You might create an imaginary character who decides, "I shall now plant a garden. I could use that spot, but I might use this one, since I own them both. I would like to till the ground now," and so on. Sentences such as these might also be used for a final dictation of the words to the whole class. Since there are many intrinsically difficult words in the unit, you may have to test and re-teach two or three times, and re-teach some words in succeeding units.

FOR POOR SPELLERS

1. ● Write *ground* after the number if we eat the part of the plant that grows in the ground:
(1) potatoes (2) peas (3) corn (4) beets (5) carrots
(1, 4, 5)
● Write *might* after the number if you think you might someday do what it says; write *shall* after the number if you know you will do it for certain: e.g., (1) shall (2) might.
(1) eat lunch tomorrow (2) travel to Africa (3) sleep tonight (4) get married (5) walk or ride home from school. (Accept pupils' replies as their own.)
● Write *own* or *don't own* after the number of each of the following:
(1) bicycle (2) doll (3) chemistry set (4) kite
● Write *now* after the number if it tells about something that is happening now.
(1) The sun is setting. (2) We are doing spelling. (3) I am learning something. (4) School is open. (2, 3, 4)
2. ● Write the word that is the name of something. (ground)
● Write the word which shows that something happened in the past. (killed)
● Write two words which have the same letters in a different order. (own, now)
3. Write the words that have these sounds: long *o*; short *a*; long *e*; short *i*. (own; shall; any; till, killed)
4. *Some Puzzles*
● I rhyme with *right* but begin with *m*. What word am I? (might)
● Put *s* in front of me and I say *still*. What word am I? (till)

- Take away my *g* and I am like a ball. What word am I? (ground)
 - Change the *a* in the middle of me to *e* and you might find me on the beach. What word am I? (shall)
 - Put a *d* in front of me and I mean the opposite of *up*. Hear me change my sound. What word am I? (own)
 - I mean the opposite to *later*. What word am I? (now)
5. *Letter Arithmetic*
- many - m = (any) ● should - sh + c = (could)
 - doing - ing + es = (does) ● mighty - y = (might)
 - owl - l + n = (own)

FOR GOOD SPELLERS

1. Make a list of the extra words from Units 31 to 37. Write these words in alphabetical order. Write the word that tells how many there are. (basket, camp, forest, grandfather, grandmother, handful, presents, skin, sky, tail, thirty, twenty; twelve words)
2. Make lists of words that you think about in connection with gardening. Use these headings: Garden Tools, Things to Plant, What I Do in My Garden. (rake, hoe, shovel, etc.; carrots, tomatoes, etc.; weed, dig, etc.)
3. Write
 - three words to rhyme with *might*, and ending in *ight*. (light, fight, right, night, etc.)
 - three words to rhyme with *might*, and ending in *ite*. (mite, write, kite, site, bite, etc.)
4. Write
 - the word that is spelled like *does* but means *mother deer*.
 - a sentence to show the meaning of *ground* as the past of *grind*.
 - any of the following words which mean *killed*: slew, executed, assassinated, shot, slaughtered. (All but *shot*; one can shoot without killing.)
5. How else can you express the meaning of *now* in the following sentences?
 - The boy is now attending school. (at present)
 - The children are here right now. (at this moment)
 - Come now. (immediately, at once)
 - Now we have all our books. (at this time, or at last, finally)
6. *Word Games*
 - Change my first letter and you make me the opposite of *day*. (might - night)

- Put a letter in front of me and change the pronunciation of my vowel and I become a lady's dress. (own – gown)
- I am a female pig made by changing the first letter of one of the words in the list. (now – sow)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: any, does, would

MOST COMMONLY MISSPELLED WORDS REPEATED FROM BOOK 2: could, now

5. Write **shall**. Use **shall** to tell about something you are going to do tomorrow.

6. Making new words

- Write **any**. Add a letter in front of it to make a new word that means **a lot**.
- In place of **c** in **could**, write **sh**. Pronounce this word.
- In place of **n** in **now**, write **c**; **h**; **l**; **r**. Hear **ow** change its sound when you use **l** or **r**.



7. You may have had a garden of your own. If so, write the story of your garden. Call your story **My First Garden**.

If you have not had a garden of your own, write the story of the children's garden in the pictures. Be careful to check the spelling of each word you have used.

ON and OFF

off
until
nine
yet
those
also
ago
must
gas
nose
mine
than

pink
west

1. • Be careful of the word **off**. Use it like this: He turned **off** the lights. Write a sentence using **off**.
 - What other word do you make when you take an **f** away from **off**? Use this word in a sentence.

The saying “on and off” may help you remember to put **on** an extra **f** on the word **off** !

2. • List the three-letter words. Mark each vowel long or short.
 - Write all the four-letter words in the list. Mark each vowel long, short, or silent @ .
 - Write the word which ends with **l**, and mark the vowels in it.

3. Some rhymes

- Write **those**, and the word in the list that rhymes with it. Think of another word that rhymes with **those**, and write it too.
- Write **nine**, and the other word that ends in **ine**. Write three other words that end the same way. Be sure you know the meaning of each word before you write it.

SUGGESTIONS FOR TEACHERS, UNIT 38

Presenting the Words

Of the words in this unit, only *until* and *those* have been taught before. Long, short, and silent vowels are reviewed in this unit. You may wish to review some principles about the vowel sounds in words: a final silent *e* usually makes the internal vowel long; a long vowel says its own name. Have the pupils look at the list and pick out the vowel sound or sounds in each word, in response to your questions: "Which word has a short *e*?" (*yet*) Continue with these clues: a short *a* (*gas*, *than*), a short *i* (*until*), a long *i* (*nine*, *mine*), a short *o* (*off*), a long *o* (*those*, *also*, *nose*, *ago*), a short *u* (*must*, *until*). Much of the confusion between *of* and *off* results from the mispronunciation of these words. Be sure that the pupils pronounce *off* carefully and correctly. Draw the attention of the pupils to the silent *e* in *nose*, *nine*, *mine*, *those*; the consonant blend *st* in *must*; the *th* consonant partners in *those* and *than*; the hard *g* sound in *gas* and *ago*.

Doing the Exercises

Ex. 2: ǒff, yĕt, āgō, gās; nīn (ē), ālso, mŭst, nōs (ē), mīn (ē), thān; ŭntīl

Ex. 3: nose; close, hose, pose, rose, etc.; mine; dine, fine, line, pine

Ex. 4: get, let, met, net, jet, pet, wet, set, bet; has

Ex. 5: also; until

Ex. 7: gAs - AgO - Off; Must - MiNE - NIne - yET - IT. Capitalized letters are the joining letters common to two words.

Dictating and Re-teaching

Dictate the words in sentences but require pupils to write only the basic words. Be sure to pronounce *mine* and *nine* clearly. Since the spelling words are not too difficult, this would be a good opportunity to test weak pupils on the words they misspelled in preceding units. You should have the record.

For re-teaching, group words according to meaning, as suggested by Ex. 5 and 6.

FOR POOR SPELLERS

1. ● Write the words in which you see
twin consonants. (*off*) consonant partners. (*those*, *than*)
two syllables, divided between two consonants. (*also*, *until*)
● Write the words in which you see two vowels, but hear only one
vowel sound. (*nine*, *those*, *nose*, *mine*)
2. Write the word that
● is a number. (*nine*)
● names a part of the face. (*nose*)

- names something a car uses. (gas)
 - means the opposite of *on*.
3. Print neatly
 - the two longest words. (until, those)
 - the four shortest words. (off, yet, gas, ago)
 - the shortest word with two vowels. (ago)
 4. Using a word from the list
 - ask a question about how much gas is in the car.
 - tell a friend to rub off some chalk from his nose.
 - tell your friend you'll wait for him or her until nine o'clock.
 - ask your teacher whether you must write the spelling words.
 5. Write
 - two words that begin and end with the same letters. (ago, also)
 - two words that rhyme. (nose, those; nine, mine)
 - another pair of words that rhyme. (mine, nine; nose, those)
 - a word which has the word *an* in it. (than)

FOR GOOD SPELLERS

1. ● Write *pink*, and beside it write other words that rhyme with *pink*. (sink, link, wink, think, mink, etc.)
 - Write another word that means the colour pink. (rose)
2. ● Write *west*, and beside it write other rhyming words. (best, guest, chest, test, nest, jest, rest, etc.)
 - Write the names of the four directions, and beside them print the capital letters which are the short forms for the directions. (north - N; east - E; south - S; west - W)
 - Use the short forms of the directions to make the word that tells what you read in your daily paper. (NEWS)
3. ● When you face north which direction is on your right? on your left? behind you? (east, west, south)
 - What instrument helps you to find direction? (compass)
4. ● The nose is part of the face. Name two parts of the face below the nose. (lips or mouth and chin)
 - Name two parts of the nose. (bridge, nostrils)
 - Write in words: $\frac{1}{9}$; 90. (one-ninth, ninety)
5. ● What is the complete word for the gas that makes an automobile go? (gasoline)
 - What else must be put into a car's engine to make it run properly? (oil)

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME: off

4. Making new words

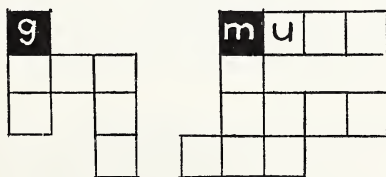
- Write **yet**. See how many new words you can make by changing the first letter.
- Write **gas**. Now write another word using **h** instead of **g** in **gas**. Say both words to yourself. Hear the **s** change its sound.

5. • Write the word from the list which means the same as **too**. Be careful to write it with only one **l**.
- Write the other word from the list which you must be careful to spell with only one **l**.

6. Write answers to these questions. Be sure to use the words in heavy type in your answers:

- Did **those** children step off the sidewalk?
- What number is **one** more **than** eight?
- Will the **gas** in the car last **until Wednesday**?

7. Draw these puzzles. Then try them, using words from the list. Do not use any word twice. Start with the black square.



UNDER THE BIG TOP

hard

monkey

third

arm

or

once

turkey

army

ring

move

her

born

king

under

1. Many of these words have a vowel joined to the consonant **r**. Write the words that have **ar**, **er**, **ir**, **or**, **ur**, in them. Draw a coloured line under **ar**, **er**, **ir**, **or**, or **ur** in each word.
2. Write these words, and beside each write its plural: **king**, **monkey**, **ring**, **turkey**. Remember to add just **s** to **monkey** and **turkey**.
3. **Ring** tells what you do with a bell. Write **ring** and add **ing** to it. Change the vowel in **ring** to tell what the bell did yesterday.
4. • Write the word **third**.
• Write the words which are third from the bottom in columns one and two.
5. Write a word formed from **move**, by adding **ing**. Remember what happens to **e**. Write another word to name a man who moves things.

SUGGESTIONS FOR TEACHERS, UNIT 39

Teaching the Words

The words in the unit list illustrate similarities in the beginnings of some of the words, and in the endings of others. *Monkey* and *turkey* have two syllables, with the second syllable *key* in both words; their plural forms add *s*, with no letter change – *monkeys*, *turkeys*. *Monkey*, *move* and *once* have an unusual *o* sound. The *ing* in *ring* and *king* should be noted. Pupils may be asked to suggest other words with the same last letters – *sing*, *thing*, etc. *Move* and *once* have a silent *e*, and *once* has *c* with the *s* sound. In meaning, *once* comes from *one*. *Hard* and *third* end in the consonant blend *rd*; *her* and *under* end in *er*. The use of *r* with a vowel is also seen in several other words – *hard*, *turkey*, *or*, *third*.

Doing the Exercises

Ex. 1: ar – hard; er – her, under; ir – third; or; ur – turkey

Ex. 2: kings, monkeys, rings, turkeys. Have pupils note that the rule of changing *y* to *i* and adding *es* does not apply to *monkey* and *turkey*, because of the vowel *e* before the final *y*.

Ex. 3: ringing, rang

Ex. 4: or, once

Ex. 5: moving, mover

Ex. 6: donkey

Ex. 7: once; turkey; under; third

Before pupils do Ex. 8, discuss with them the theme, Under the Big Top. Supply words which the children want to use but do not know how to spell. Expect only two or three well-written sentences. A slower group may be satisfied with a class composition.

Dictating and Re-teaching

Use sentences on the circus theme for a dictation of the spelling words. Remind pupils to use the six study steps for any words which they have misspelled. Note where and, if possible, why pupils have made errors. Concentrate on individual difficulties. Dictate again, and have pupils check their work. You know your class and will know which pupils can and should achieve total mastery.

You may want to use the following exercises "For Poor Spellers" during the re-teaching period. The good spellers may do all, or as many of the exercises "For Good Spellers" as you wish to assign.

FOR POOR SPELLERS

1. Write the word

- in which *c* has an *s* sound. (once)
- that has *th* in it. (third)
- that has five letters and two syllables. (under)
- that would be first in alphabetical order. (hard)

2. Make three two-syllable words by joining these groups of letters in the right order: *key, un, key, tur, der, mon.* (monkey, turkey, under)
3. *Some puzzles*
 - I sit on a throne and wear a crown. Who am I? (king)
 - I am often eaten at Christmas dinner. What am I? (turkey)
 - You can wear me on your finger. What am I? (ring)
 - I have a long tail and swing in the trees. What am I? (monkey)
4. What is
 - the place that comes after *second*? (third)
 - the word that goes with *either*? (or)
 - the word which means the opposite of *over*? (under)
5. Answer with a word from the list:
 - What part of a yard is a foot? (one-third)
 - What word could describe the frozen ground? (hard)
 - What do you do to a bell? (ring it)
 - What word means *belonging to a girl or woman*? (her)
 - How often do you eat breakfast every day? (once)

FOR GOOD SPELLERS

1.
 - Write *army*. What are members of the army called? (soldiers)
 - What are members of the navy called? (sailors)
2.
 - Write *arm* and the name of another human limb. (leg)
 - What are three parts of the arm? (elbow, wrist, hand, etc.)
 - Write *born*. When were you born?
3. Write special circus words. Use these headings: Animals at the Circus, People in the Circus, The Big Top. (lions, tigers, etc.; clowns, acrobats, etc.; tent, three rings, etc.)
4.
 - What are two members of the monkey family? (ape, gorilla, orang-outang, etc.)
 - Turkeys are domestic birds. Name three other kinds of domestic birds. (chickens, geese, ducks, sometimes pigeons)
5.
 - Write another word which, like *move*, uses *o* to spell the sound of *oo*. (prove)
 - Write two words which end in *key*, like *monkey*. (donkey, turkey)
6. Write the names of
 - three things that are very hard. (stones, rocks, etc.)
 - three things that are very soft. (pillows, feathers, etc. Accept any reasonable answers.)
 - three things that move quickly.
 - three things that move slowly. (Again, accept any reasonable answers.)

MOST COMMONLY MISSPELLED WORDS REPEATED FROM BOOK 2: once, her

6. Change the **m** in **monkey** to make the name of another animal. Write this new word. Notice how the **o** changes its sound.
7. Write the word:
— that means **one time**.
— that names a **bird**.
— that means the opposite of **over**.
— that comes after **second**.
8. Most boys and girls like the circus. Often a circus is held in a large tent. That's why a circus is called a show Under The Big Top.



Tell what is happening in each picture. Here are some other circus words, in case you need to use them: **ticket, clown, elephant, seal.**

ANOTHER LONG LOOK AT SOME SPECIAL WORDS


knew	often	brought	hope
also	would	won	truly
ready	don't	February	stop
does	right	didn't	to
off	isn't	again	now
once	just	always	half

Wednesday



IT IS IMPORTANT TO STUDY THE WORDS
IN YOUR OWN SPELLING LIST, TOO.

1. Short forms

- Write the three words in the list that use  to take the place of letters that have been left out. Now write the long forms of these three words.
- In the word list you will find the name of a day of the week and also of a month of the year. Write them. Beside each name write its shorter form.

SUGGESTIONS FOR TEACHERS, UNIT 40

Re-teaching the Words

This unit is a review of the whole book. The various exercises provide practice not only for these twenty-five words, but also for many of the skills developed throughout Book 3. *Also*, *won* and *stop* are the only three words in this list that do not appear in the list of "Most Commonly Misspelled Words" on pp. 110-12. Since these words have proved difficult to pupils, it would be best to pre-test by dictating all the words in the review, as well as words that were especially difficult in preceding units. The following sentences are suggested for this pre-test. Remember to read the word first, then the whole sentence, then, if necessary, once again the word to be written.

1. The children *knew* their spelling.
2. The studied the words *often*.
3. I *hope* you can spell all the words.
4. Who *brought* me his papers?
5. These letters are *truly* yours.
6. My mother *also* wrote to me.
7. She knew I *would* answer her.
8. My birthday is in *February*.
9. I *won* a bicycle as a prize.
10. Are you *ready* to go now?
11. I *don't* know who the man is.
12. Remember to *stop* for a red light.
13. Take *off* your wet shoes.
14. Are you all *right*?
15. You *didn't* come when I called you.
16. You wanted *to* come, didn't you?
17. The children sang the song *again*.
18. The piano *isn't* tuned properly.
19. The man will play *now*.
20. He *does* not like to wait.
21. Give us *half* the candy bar.
22. The boy is *always* kind to animals.
23. He will be here at *once*.
24. The milkman comes *just* once a week.
25. He will be here on *Wednesday*.

Excuse from further review lessons all pupils who had all the words correct on this pre-test. Then teach words that were misspelled to the pupils who need re-teaching. Do not attempt to complete the re-teaching in one lesson. Re-test as often as necessary and eliminate words from the re-teaching as they are mastered. The exercises are grouped according to the various skills and principles that are reviewed in this unit, and could provide the basis for the grouping of words in the re-teaching periods.

Doing the Exercises

Ex. 1. Short forms: don't, isn't, didn't; do not, is not, did not. Give further practice with *can't, I'm, o'clock*, (Unit 25). Wednesday – Wed., February – Feb. Extra practice can be had by using other days and months. (Units 28, 32 and Tables on page 109)

Ex. 2. Words that tell when: once, often, always, now. Have pupils notice the *s* sound of *c* in *once*; the two syllables and silent *t* in *often*; the single *l* in *always*.

Ex. 3: Silent letters: (k) new, of (t) en, brou (gh) t, hop (e) ; wou (l) d, ri (gh) t, ha (l) f

Ex. 4. Word meanings: won, right, ready, again, off, to, always. Additional practice: opposite of *go* – stop; means *many times* – often; means *too* – also; means *at this time* – now.

Ex. 5. Long and short vowels: also; stop; truly; just; right. Additional practice: Write: a four-letter word with a short *a* (half); a four-letter word with a long *o* and silent *e* (hope); a five-letter word with a short *i* (didn't).

Ex. 6: The root word of *don't* and *does* is *do*. Have the pupils notice the different sounds of the *o*. Stop – top; Wednesday – day (or wed); always – way; also stress the fact that just one *l* is needed for the sound *all* in *always, also, almost*.

Ex. 7. Verb tense: does; hope; don't; know; isn't. Direct the pupils to write sentences to show the correct forms of these verbs.

Ex. 8. Homonyms: too, to, two. Help pupils to remember that *too* has another *o* when it means *also*; that the first two letters of *two, tw*, appear in the word *twice*, which means two times; and that the simplest form, *to*, is used in all cases except when the meaning of *also* or number is involved.

Confusion of these words leads to a common pitfall for pupils. Give much sentence drill in the correct use of the homonyms.

Ex. 9. Words that go together: on and off; now and again; stop and go; right and wrong; to and from; yours truly. Pupils should use these phrases in sentences, either oral or written.

Ex. 10. Rhyming words: just; ready; now; brought; would. It should be noted that the rhyming parts of each pair of words are spelled the same, and thus will strengthen the pupil rather than confuse him in the spelling of the words.

More Things To Do: Weak pupils might well refer back to the units mentioned in this section, and read and review the work in these particular units. The use of the speller as a reference book is encouraged through this activity. Additional topics that may be reviewed are: Compound Words – Unit 7; Comparisons – Unit 11; Root Words and Endings – Unit 13; Plurals – Units 19, 23; Syllables – Unit 20.

EXTRA HELP

Ex. 2: also, again, always; ready, right, brought, February, truly; would, just, brought, February, truly; off, won, now

Ex. 4: must, rust; night, might, light; goes

Ex. 5: nowhere, doing, almost

Ex. 6: hōpīng; stōpping; hīding; hīting

FOR GOOD SPELLERS

Ex. 2: Some possibilities: draw, cross, face, fine, train, land, etc.

Ex. 3: Jim was born in February. Q m f b t f u v s o p g g
u i f f m f d u s j d m j h i u t.

FOR TEACHERS ONLY

The names of the months of the year and of the days of the week show the debt we owe our ancestors. Many common terms carry buried in them old beliefs and attitudes which were part of the daily life of men and women centuries ago.

The gods, goddesses, and heroes of ages gone have left their traces in words like *hermetically* (Hermes, Gr. messenger of the gods), *mercury* (his Latin counterpart), *erotic* (Eros, god of love), *martial* (Mars, god of war), *titanic* (the Titans of Greek mythology), *nymph* and *panic* (Pan, half man, half goat), *cereal* (Ceres, goddess of Earth) and *siren* and *mint* and *money*. When we consult an *atlas* or perform a *herculean* task, take a trip to *Europe* or follow the *olympic* games, we are paying heedless tribute to distant times and ancient heroes.

2. Words that tell when

- Write one word from each row in the list that tells when something could happen.
- Write **now** and **know**. Use **now** and then use **know**, to show that you know what each of them means.

3. Silent letters

- The first word in each row in the list has one or more silent letters. Write these four words, and put circles around the silent letters.
- Write three more words from the list that have silent consonants.

4. From the list, write the word that:

- means **came first in a race**.
- means **correct**.
- means **all set**.
- means **once more**.
- is the opposite of **on**.
- is the opposite of **from**.
- is the opposite of **once in a while**.

5. Long and short vowels

- Write the four-letter word ending with a long **ō**.
- Write the four-letter word with a short **ō**.
- Write the five-letter word with a long **ū**.
- Write the four-letter word with a short **ū**.
- Write the five-letter word with a long **ī**.

6. • Write **don't** and **does**. Each of them has the same two-letter root word in it. Draw a box around this root word. Write **don't** and **does** again.

• Write **stop**, **Wednesday**, **always**. Find a three-letter word in each, and draw a box around it.

• Write another word in the list that begins the same as **always**. Draw a line under the first two letters of this word.

7. Make these mean something happening today, instead of yesterday:

• he **did**

• we **hoped**

• they **didn't**

• we **knew**

• she **wasn't**

8. Write **too**, and two other words that sound exactly like **too**. Use these three words to show that you know their different meanings.

9. Words that go together

Complete these pairs of words from the list:

on and _____

_____ and **wrong**

now and _____

_____ and **from**

_____ and **go**

yours _____

10. Write the words that rhyme with:

must


steady

cow

ought

could

MORE THINGS TO DO

- Study using . Turn back to Unit 25 and Unit 33.
- Be sure you know the days of the week. See Unit 28.
- Be sure you know the months of the year. Turn back to Unit 32.
- Study again the words in Your Own Spelling List.
- Be sure that you know the list of hard words on pages 110 to 112.



Extra Help

1. • What day of the week is today?
What day was yesterday?
What day will tomorrow be?
- Write the names of the other four days of the week.
- Write the short form for each of the days of the week.

2. • Write three words in the list that begin with **a**.
- Write all the words with **r** in them. You should have found five words.
 - Write all the words with **u** in them. You should have written five words.
 - Write the three words with only three letters.
 - Write each of these three words to show its correct meaning.

MAKE SURE THAT YOU HAVE SPELLED
EVERY WORD CORRECTLY.

- Have you left out any letters?
- Are the letters in the right order?

3. Copy on your paper only the statements that are true:
- I always know my spelling.
 - I do not always know my spelling.
 - It often snows in February.
 - Once I won a game.
 - I would like to grow truly tall.
 - I would not like to grow truly tall.
 - The lights of our room are on.
 - The lights of our room are off.
4. • Write **again** and **Wednesday**. Use both words to tell of something which will happen again next Wednesday.

- Write **just**. Make new words by changing the **j** to **m** and **r**. Say all three words to yourself.
- Write **right**. Make new words by changing **r** to **n**, **m**, and **l**. Say all four words to yourself.
- Write **does**. Make a new word by changing the **d** to **g**. Notice how the vowel sound changes.

5. Word arithmetic

Do these examples, and say the answers carefully to yourself:

- now — w + where =
- does — es + ing =
- also — so + most =

6. • Write **hope** and **stop**. Add **ing** to each of them. Be careful !
 - Mark the vowels long or short in the last two words you have written.
 - Write **hide** and **hit**. Add **ing** to each of them. Be careful again !
7. • Write a letter to a friend telling of some place you **would** like to visit if you **could**. Be sure to use **would** and **could** in your letter. Use four or five sentences.
 - Be sure to check your letter for correct spelling. You should always do this after you have written a letter or a story.

For Good Spellers

1. • Beginning at **first**, write all the words which come between it and **twelfth**.
 - Write the numbers by tens from **ten** to **one hundred**.
2. • The word **presents** has two meanings, depending on how it is pronounced. Use **presents** to show these different meanings.
 - List six other words which have two or more meanings. They do not have to be words from your speller. Be sure that you know the meanings for these words.
3. **A secret code**
 - For each letter in this code use the letter that comes before it in the alphabet. Write this sentence the way it should read:

Kjn xbt cpso jo Gfcsvbsz.
 - Write this sentence in the same code:

Please turn off the electric lights.

You and your friends can write secret messages this way.

REMEMBER—

Be sure to check your spelling in everything you write.



THE 310 SPELLING WORDS IN THIS BOOK

The number beside each word shows the page where it is first listed in this book.

across	40	baseball	20	caught	84
afraid	14	beautiful	26	chair	48
afternoon	20	before	20	child	48
again	26	began	80	church	22
ago	92	behind	40	city	10
air	54	better	50	class	48
airplane	20	bike	40	clean	14
almost	82	birthday	20	close	24
along	52	boat	14	clothes	56
also	92	bought	10	coat	14
always	40	box	48	cold	8
animals	10	bread	54	colour	56
another	12	brought	66	coming	40
any	90	brown	26	cook	42
April		buy	36	corn	22
(Apr.)	78			country	36
around	66	called	8	cry	82
asked	34	Canada	26	cut	6
aunt	80	candy	56		
		cannot	20	dark	22
bad	6	can't	62	December	
bag	6	care	24	(Dec.)	78
barn	22	catch	12	deer	38

desk	48	feet	38	guess	48
didn't	62	fell	52	hair	64
different	50	few	28	half	56
dinner	50	field	76	hand	8
does	90	fight	52	hard	94
done	80	fire	24	head	84
don't	62	fish	84	hear	70
door	42	flag	48	heard	70
draw	82	floor	42	help	34
drink	54	fly	82	high	28
		food	42	hit	6
each	12	foot	42	hold	8
early	54	Friday		hole	76
Easter	76	(Fri.)	68	hope	24
eight	64	friend	48	hot	6
electric	56	front	82	hundred	82
end	36	fruit	10	hunting	84
enough	54	full	28	hurt	22
ever	84	fur	22		
face	64			ice cream	10
fair	10	game	48	inside	20
fall	8	gas	92	isn't	62
family	8	glad	62		
far	22	gone	84	January	
farm	10	gray	64	(Jan.)	78
February		great	64	jet	6
(Feb.)	78	green	38	jump	34
feed	38	ground	26	June	78

just	82	May	78	off	92
		meat	14	often	76
keep	38	merry	50	oil	66
kept	82	might	90	only	82
killed	90	mine	92	open	34
kind	28	Monday		or	94
king	94	(Mon.)	68	orange	26
kitten	50	money	56	outside	20
knew	36	monkey	94	own	90
knife	84	more	28		
		most	28	pair	64
lake	24	mouth	12	paper	48
land	8	move	94	park	22
large	22	must	92	party	80
later	28			pen	6
learn	34	near	28	pencil	48
leaves	26	need	38	phone	56
left	40	nest	76	pick	62
leg	70	never	40	picture	36
letter	50	next	80	place	64
light	40	nine	92	plant	76
lines	84	nose	92	poor	42
log	6	note	24	pull	34
lost	80	November			
lots	54	(Nov.)	78	queen	38
lunch	12				
		o'clock	62	radio	56
mail	14	October		rain	14
March	78	(Oct.)	78	ready	66

rest	54	small	8	tomorrow	20
ride	24	smoke	26	top	62
right	40	snake	64	toys	56
ring	94	soap	14	trip	66
river	66	soon	28	truck	66
road	14	sorry	50	truly	70
rope	66	spring	56	try	52
round	10	start	34	Tuesday	
		stay	34	(Tues.)	68
same	24	still	82	turkey	94
sand	8	stop	40	turn	22
Saturday		summer	26		
(Sat.)	68	Sunday		uncle	80
says	36	(Sun.)	68	under	94
sea	66	sure	24	until	84
send	36			use	24
sent	36	talk	34	visit	34
September		teeth	38		
(Sept.)	78	than	92	wait	14
several	52	thank	12	walk	34
shall	90	these	12	warm	28
sheep	38	third	94	wash	54
ship	66	those	12	way	64
should	54	Thursday		wear	64
sick	70	(Thurs.)	68	weather	26
sidewalk	20	till	90	Wednesday	
sit	6	together	52	(Wed.)	68
skate	52	told	8	week	38

wet	6	winter	52	wrote	36
where	10	wish	48		
which	12	woman	80	yesterday	70
while	10	won	52	yet	92
why	12	woods	42	yours	70
wind	76	world	66		
window	54	would	90	zoo	42

THE 68 EXTRA WORDS FOR GOOD SPELLERS

Good spellers will learn many more than 68 extra words from the spelling exercises and other work, but these are included in the lists on the pages shown.

add	34	ears	40	notebooks	20
arm	94			pink	92
army	94	forest	76	pony	10
asleep	38	forget	40	presents	82
ate	24			puppy	50
awhile	12	garden	22	purple	22
		grand-			
bank	34	father	80	seat	48
basket	80	grand-		shipment	66
bee	38	mother	80	shoot	42
blackboard	20	grass	26	shot	62
born	94	grow	54	show	34
breakfast	48	hall	8	skin	84
bright	28	handful	76	sky	82
		hide	24	sleep	54
camp	84	horse	10	sleigh	52
card	70			slide	52
chicken	12	Indian	26	spend	36
cotton	50	ink	70	stand	8
cross	36			storm	22
		machine	66	suit	56
duck	62	meet	8	sweet	28

tail	84	twenty	90	without	66
thankful	12			wool	42
thirty	90	wagon	56		
tired	28	west	92	yellow	26
tonight	20	winner	10		

TABLES OF USEFUL WORDS

DAYS OF THE WEEK

Monday	Mon.	Thursday	Thurs.
Tuesday	Tues.	Friday	Fri.
Wednesday	Wed.	Saturday	Sat.
	Sunday	Sun.	

MONTHS OF THE YEAR

January	Jan.	July	—
February	Feb.	August	Aug.
March	Mar.	September	Sept.
April	Apr.	October	Oct.
May	—	November	Nov.
June	—	December	Dec.

161 MOST COMMONLY MISSPELLED WORDS

- Of all the words you have studied in this book and the one before it, many boys and girls have the most trouble spelling these. You should be very careful with every one of them.

about	buy	early
across		Easter
afternoon	cannot	enough
again	can't	every
almost	children	
along	Christmas	father
always	close	February
am	clothes	fine
any	colour	first
April	come	for
are	could	Friday
asked	country	friend
aunt		from
	day	fun
because	dear	
been	didn't	
before	different	getting
bought	does	goes
boy	done	good
brother	don't	grade
brought	down	guess

had	make	ready
half	many	right
has	Miss	
have	morning	said
hear	mother	Saturday
heard	much	saw
her	my	says
here		school
him	name	send
his	never	several
hope	now	some
house		soon
how	o'clock	store
I'm	October	summer
in	off	Sunday
isn't	often	sure
it	on	teacher
	once	the
just	one	their
	our	them
knew	out	then
know	outside	there
letter	people	they
like	play	think
little	please	time
lots	pretty	to
		today

together 112
tomorrow 17
too
toys
train 15
truly
Tuesday
two

uncle 19
until 20

us 33
very 30
was
wear 21
weather 22
Wednesday 23
week
well
were 31
when

where 24
which
while 27
white 25
with
woman
would 26
write 28
wrote 29

your 28

333 MOST COMMONLY MISSPELLED WORDS

This list is based upon a number of reported studies, including Gates' *Spelling Difficulties in 3876 Words*, the Fitzgerald list (Fitzgerald and Brittain, in *Elementary English Review*, Feb. 1942), and Kyte's "Errors in Commonly Misspelled Words in the Intermediate Grades", *Phi Delta Kappan*, May, 1958.

Special attention is given to the teaching and re-teaching of these words, as follows:

- (1) Each of the 333 words is introduced, as if it were a new word, at least twice in the series; almost half are listed three times (161), and 46 words, a hard core of "demons among demons", are listed four times or more.
- (2) *In the Pupil Edition* a cumulative list of all such words introduced to date appears at the back of each book.
- (3) *In the Teachers' Edition*, at the end of the interleaved pages for each unit, are listed any of these 333 words which are included in that unit. Where one or more of such words has been taught previously in the series, reference is included to appropriate book and unit.

The book in which a word is first introduced is indicated by number in the following list. The number(s) in brackets indicate the book(s) in which the same word is re-introduced for re-teaching.

about	2 (2,3)	argument	7 (7,8)
accommodate	8 (8)	arithmetic	4 (4,5)
ache	8 (8)	asked	3 (4,6)
acquainted	6 (6,7,8)	athletics	8 (8)
across	3 (4,5)	aunt	3 (4,6)
address	4 (4,5,6)		
advice	7 (7,8)	balloon	5 (5,6)
afternoon	3 (3)	basketball	5 (5,6)
again	3 (4)	beauty	6 (6,7)
aisle	7 (7,8)	because	2 (2,3,7)
all right	4 (4,5,7)	been	2 (2,3)
almost	3 (5)	before	3 (3)
along	3 (4)	begin	4 (5)
already	4 (4,5,7)	beginning	5 (5,6)
altogether	7 (7,8)	believe	4 (4,5,6)
always	3 (4)	benefit	8 (8)
am	2 (2)	bought	3 (4,6)
among	4 (4,5)	boy	2 (2)
amount	5 (5,6)	break	4 (5)
answer	5 (5,6)	brother	2 (2,4)
any	3 (3)	brought	3 (6)
April	3 (3)	built	5 (5,6)
are	2 (2)	business	5 (5,6,8)

busy	4 (5,6)	easy	4 (4,5)
buy	3 (3)	eighth	5 (5,6,7)
		enough	3 (4,7)
cannot	3 (4)	equipped	7 (7,8)
can't	3 (4)	every	2 (2,3)
captain	4 (4,5)	everybody	4 (4,5)
certainly	6 (6,7)	excellent	6 (6,7)
children	2 (2,3)	excuse	4 (4,5)
choose	6 (6,7)		
chosen	6 (6,7)	father	2 (2,3)
Christmas	2 (2,4)	February	3 (5)
close	3 (5,7)	finally	5 (5,6)
clothes	3 (5,7)	fine	2 (2)
colour	3 (4)	first	2 (2,3)
come	2 (2,3)	for	2 (2,3)
committee	8 (8)	foreign	5 (5,6,7)
complete	6 (6,7)	formerly	7 (7,8)
conquered	7 (7,8)	forty	4 (4,5,6)
control	6 (6,7)	fourth	4 (4,5,8)
cough	5 (5,6)	Friday	3 (3)
could	2 (2,3)	friend	3 (3)
country	3 (6)	from	2 (2,3)
course	5 (5,6)	fun	2 (2)
cousin	4 (4,5)		
		generally	5 (5,6)
day	2 (2)	getting	2 (2,3)
dear	2 (2,3)	goes	2 (2,3)
deceived	8 (8)	good	2 (2)
decided	5 (5,6)	good-bye	4 (4,5)
definite	8 (8)	government	7 (7,8)
describe	7 (7,8)	grade	2 (2)
description	7 (7,8)	grammar	8 (8)
develop	7 (7,8)	guess	3 (4,7)
diamond	7 (7,8)	guest	6 (6,7,8)
didn't	3 (4)		
different	3 (4,6)	had	2 (2)
dining	4 (5,6)	half	3 (4)
disappear	5 (5,6,7)	handkerchiefs	4 (4,5)
disappointed	5 (5,6,7)	happiness	7 (7,8)
disguised	8 (8)	has	2 (2,3)
divide	5 (5,6)	have	2 (2)
doctor	5 (5,6)	hear	3 (4)
does	3 (4,6)	heard	3 (4,6)
done	3 (3)	height	7 (7,8)
don't	3 (4)	hello	4 (5)
down	2 (2)	her	2 (2,3)
dropped	4 (5)	here	2 (2,3)
		him	2 (2)
early	3 (4)	his	2 (2)
Easter	3 (3)	hope	3 (3)

hospital	5 (5,6)	Mrs.	5 (6)
hour	4 (5,6)	much	2 (2,3)
house	2 (2,5)	my	2 (2)
how	2 (2)		
		name	2 (2)
I'm	2 (2,3)	naturally	7 (7,8)
immediately	6 (6,7)	necessary	6 (6,7)
in	2 (2)	neighbour	6 (6,7)
independent	7 (7,8)	never	3 (3)
instead	4 (4,5)	ninety	5 (5,6)
interesting	5 (5,6,8)	ninth	5 (5,6)
intramural	8 (8)	none	5 (5,6)
isn't	3 (4)	now	2 (2,3)
it	2 (2)		
its	4 (4,5,7)	occurred	7 (7,8)
it's	4 (4,5,7)	o'clock	3 (4)
		October	3 (4)
judgment	8 (8)	off	3 (4,6)
just	3 (3,6)	official	7 (7,8)
		often	3 (4,7)
knew	3 (4,6)	on	2 (2)
know	2 (2,4)	once	2 (2,3)
knowledge	6 (6,7)	one	2 (2)
		opinion	8 (8)
laboratory	8 (8)	opportunities	7 (7,8)
laid	4 (4,5,6)	our	2 (2)
lead	4 (5,6,7)	out	2 (2)
league	6 (6,7)	outside	3 (3)
led	5 (5,6,7)		
lessons	5 (5,6)	paid	5 (5,6)
letter	3 (3)	passed	4 (4,5,7)
library	4 (5,6)	patience	8 (8)
lightning	7 (7,8)	people	2 (2,3)
like	2 (2)	perhaps	5 (5,6)
little	2 (2)	persuaded	8 (8)
loose	4 (5,6,8)	piece	5 (5,6,8)
lose	6 (6,7,8)	play	2 (2)
losing	6 (6,7)	pleasant	5 (5,6)
lots	3 (3)	please	2 (2,3,5)
		practice	6 (6,7,8)
make	2 (2)	preferred	8 (8)
many	2 (2)	pretty	2 (2)
maybe	4 (4,5)	prevent	6 (6,7)
meant	5 (5,6)	principal	4 (4,5,8)
medicine	7 (7,8)	probably	5 (5,6,8)
minute	4 (4,5)	proceeded	7 (7,8)
Miss	2 (2)	prominent	8 (8)
morning	2 (2)		
mother	2 (2,3)	quantity	8 (8)
Mr.	5 (6)	question	5 (5,6)

quiet	5 (5,6,7)	their	2 (2,3,7)
quit	5 (5,6)	them	2 (2)
quite	4 (4,5,7)	then	2 (2)
		there	2 (2,3,7)
raise	4 (4,5)	they	2 (2)
ready	3 (4,7)	think	2 (2,4)
real	4 (4,5)	though	6 (6,7)
receive	5 (5,6,7)	thought	5 (6,7)
religious	8 (8)	threw	4 (4,5)
remember	4 (4,5)	through	5 (6,7)
right	3 (4,6)	time	2 (2)
		to	2 (2,3,5)
said	2 (2,3)	tobacco	8 (8)
sandwiches	6 (6,7)	today	2 (2,3)
Saturday	3 (4)	together	3 (4)
saw	2 (2)	tomorrow	3 (3)
says	3 (3)	too	2 (2,3,5)
school	2 (2,3)	toward	4 (5,6)
scissors	6 (6,7,8)	toys	3 (3)
seemed	4 (4,5)	train	2 (2)
send	3 (3)	tries	4 (4,5)
separate	5 (5,6,8)	trouble	4 (4,5)
several	3 (4)	truly	3 (4,6)
severe	7 (7,8)	Tuesday	3 (4,6)
shoes	4 (4,5)	twelfth	5 (5,6,8)
shoulder	6 (6,7)	two	2 (2,3,5)
siege	7 (7,8)		
similar	8 (8)	uncle	3 (4,6)
since	5 (5,6)	unconscious	8 (8)
sincerely	4 (4,5,6)	until	3 (4)
soldier	4 (4,5,7)	us	2 (2)
some	2 (2)	usually	5 (5,6,8)
soon	3 (3)		
speech	5 (5,6)	very	2 (2)
stationery	7 (7,8)		
store	2 (2)	was	2 (2)
straight	4 (4,5,6)	wear	3 (3,7)
stretch	8 (8)	weather	3 (5,8)
studying	6 (6,7)	Wednesday	3 (5)
successful	7 (7,8)	week	3 (3)
sugar	4 (4,5)	well	2 (2)
summer	3 (3)	were	2 (2,3)
Sunday	3 (3)	when	2 (2)
suppose	5 (5,6)	where	3 (4,7)
sure	3 (4)	whether	5 (5,6,8)
surprise	5 (5,6,8)	which	3 (4)
		while	3 (4)
teacher	2 (2,4)	white	2 (2)
tear	5 (5,6)	whole	4 (5,6)
the	2 (2)	whose	4 (4,5,6)

wieners	8 (8)	write	2 (2,3)
with	2 (2)	written	4 (4,5)
woman	3 (4)	wrote	3 (4,6)
won't	4 (4,5)		
would	3 (5)	your	2 (2,3)

A BASIC SPELLING LITERACY VOCABULARY OF 445 WORDS*

(Showing book in which each word is first introduced)

able	4	before	3	company	4
about	2	being	4	could	2
above	4	believe	4	country	3
account	7	best	2	course	5
address	4	better	3	covered	4
after	2	between	6	credit	8
afternoon	3	big	2	cut	3
again	3	bill	5		
against	5	black	2	daddy	2
ago	3	blue	2	date	4
all	2	book	2	day	2
almost	3	both	4	dear	2
along	3	box	3	department	6
also	3	boy	2	desire	7
always	3	bring	2	did	2
am	2	brother	2	didn't	3
amount	5	brought	3	different	3
an	2	business	5	dinner	3
and	2	but	2	do	2
another	3	buy	3	does	3
answer	5	by	2	doll	2
any	3			done	3
appreciate	7	called	3	don't	3
are	2	came	2	door	3
around	3	can	2	down	2
as	2	candy	3	dress	2
asked	3	cannot	3	drive	4
at	2	can't	3		
attention	6	car	2	each	3
aunt	3	care	3	early	3
away	2	case	5	eat	2
		cat	2	enclosing	7
baby	2	certainly	6	end	3
back	2	check	5	enough	3
bad	3	children	2	even	4
balance	7	Christmas	2	evening	4
ball	2	city	3	ever	3
be	2	class	3	every	2
beautiful	3	close	3	everybody	4
because	2	cold	3	expect	5
bed	2	come	2	eye	4
been	2	coming	3		

*Based, in part, on Kyte, George C. and Virginia M. Neel, "A Core Vocabulary of Spelling Words", *Elementary School Journal* LIV:1 (Sept. 1953), 29-34.

facts	7	happy	2	light	3
family	3	hard	3	like	2
far	3	has	2	lines	3
farm	3	have	2	little	2
father	2	having	2	live	2
favour	6	he	2	long	2
feel	4	head	3	look	2
few	3	hear	3	lots	3
find	2	heard	3	love	2
fine	2	heir	8		
fire	3	help	3	made	2
first	2	her	2	mail	3
fish	3	here	2	make	2
five	2	herewith	7	man	2
food	3	high	3	many	2
for	2	his	2	material	5
forward	6	home	2	matter	4
found	2	hope	3	may	2
four	2	house	2	me	2
Friday	3	how	2	men	2
friend	3	however	7	might	3
from	2			milk	2
full	3	I	2	Miss	2
fun	2	if	2	Monday	3
further	6	in	2	money	3
future	7	information	7	month	5
		interesting	5	more	3
game	3	into	2	morning	2
gave	2	is	2	most	3
get	2	it	2	mother	2
getting	2	its	4	Mr.	5
girl	2			Mrs.	5
give	2	job	4	much	2
given	4	just	3	must	3
glad	3			my	2
go	2	keep	3	myself	4
goes	2	kind	3		
going	2	kindly	6	name	2
gone	3	knew	3	near	3
good	2	know	2	necessary	6
got	2			need	3
grade	2	land	3	never	3
great	3	large	3	new	2
ground	3	last	2	next	3
guess	3	later	3	nice	2
		leave	5	night	2
had	2	left	3	no.	4
hair	3	let	2	no	2
half	3	letter	3	not	2
hand	3	life	4	note	3

nothing	5	rest	3	sure	3
now	2	returned	6	take	2
number	4	ride	3	taken	4
		right	3	talk	3
o'clock	3	room	2	teacher	2
of	2	run	2	tell	2
off	3			ten	2
office	5	said	2	than	3
oh	2	Santa Claus	2	thank	3
old	2	satisfactory	8	that	2
on	2	Saturday	5	the	2
once	2	save	4	their	2
one	2	saw	2	them	2
only	3	say	2	then	2
open	3	school	2	there	2
or	3	second	2	therefore	8
order	5	see	2	these	3
other	2	seemed	4	they	2
our	2	send	3	things	2
out	2	sent	3	think	2
over	2	service	6	this	2
own	3	several	3	those	3
		shall	3	though	6
paper	3	she	2	thought	5
party	3	ship	3	three	2
past	4	should	3	through	5
pay	4	sidewalk	3	time	2
people	2	since	5	to	2
picture	3	sincerely	4	today	2
place	3	sir	5	together	3
play	2	sister	2	told	4
please	2	six	2	tomorrow	3
pleasure	5	small	3	too	2
possible	5	snow	2	took	2
presents	7	so	2	town	2
pretty	2	some	2	toys	3
price	5	soon	3	train	2
put	2	sorry	3	tree	2
		spring	3	truly	3
quite	4	start	3	trust	7
		stay	3	try	3
rather	4	still	3	two	2
ready	3	stockings	5	under	3
real	4	story	2	understand	5
receipt	6	stove	4	until	3
receive	5	street	4	up	2
red	2	such	5	us	2
regarding	8	summer	3	use	3
remember	4	Sunday	3		
reply	5	suppose	5	very	2

walk	3	where	3	would	3
want	2	whether	5	write	2
was	2	which	3	written	4
water	2	while	3	wrote	3
way	3	white	2		
we	2	who	2	years	4
weather	3	why	3	yes	2
week	3	will	2	yesterday	3
well	2	winter	3	yet	3
went	2	wish	3	you	2
were	2	with	2	young	4
what	2	work	2	your	2
when	2	world	3	yours	3

WORD LIST, THE MACMILLAN SPELLING SERIES

The number beside each word indicates the book in which it *first* appears as a spelling word. The 333 Most Commonly Misspelled Words, as outlined on pages 113-7, appear twice or more in the series.

This list includes 2240 basic words, plus 692 extra words for good spellers. The extra words are identified by an asterisk.

ability	8	adventure	5*	am	2
able	4	advertisement	8	amateur	8
aboard	7	advice	7	ambition	7
about	2	advise	7	ambulance	5*
above	4	aerial	6	American	5*
absent	5	affect	8	among	4
absolute	7*	afford	7*	amount	5
absorb	6*	afraid	3	amusement	7
absurd	8	after	2	an	2
abuse	8	afternoon	3	analysis	8
accelerate	8*	again	3	ancestors	8*
accept	7	against	5	anchor	8
accessories	8	age	4	ancient	7
accident	5	agent	8	and	2
accidentally	8	ago	3	angel	5*
accommodate	8	agree	6	angelic	7*
accompanied	8	agriculture	7	angle	7
accomplish	7	aimless	8	angry	4*
according	8	air	3	animals	3
account	7	air-conditioned	7*	ankle	7
accurate	7	airplane	3	announce	7
ache	8	airport	5	annual	8
achievement	8	aisle	7	another	3
acids	8	alarm	6*	answer (ans.)	5
acknowledge	8	Alberta (Alta.)	6	anthracite	8*
acquainted	6	alcohol	8*	anticipation	8
acres	5	alive	5	anxiety	5*
across	3	all	2	anxious	5
act	4*	alley	6*	any	3
action	7	allowed	6	apart	7
activity	7	all right	4	apiece	7
actual	8	almost	3	apologize	7
add	3*	alone	5	apparently	8
addition	5	along	3	appeal	7
address	4	aloud	6	appeared	5
administration	8	alphabet	6	appendicitis	8*
admire	8	already	4	appendix	8
adolescent	8	also	3	apples	2*
adopted	7	altitude	8	applause	8
advance	8	altogether	7	appointed	5
advantage	7	always	3	apprentice	8*

April (Apr.)	3	August (Aug.)	4*	baseball	3
approached	8	aunt	3	basement	4
apron	6	authority	8	basket	3*
appreciate	7	autobiography	8*	basketball	5
appropriate	8	autograph	7*	bat	2*
approved	8	automatic	7	bath	4
approximately	8	automobile	7	bathe	4
aquarium	7*	auxiliary	8	bathtub	4*
architecture	7*	available	7	battery	7
Arctic	8	avenue (ave.)	4	battle	5
are	2	average	6*	be	2
area	7	aviation	7	beach	4
argument	7	avoid	7*	beads	5
arithmetic	4	awakened	7*	beans	5
arm	3*	away	2	bear	2*
army	3*	awful	5	bearings	8*
around	3	awhile	3*	beast	7
arranged	7	awkward	8*	beat	4
arrest	7	awnings	7*	beauty	6
arrived	4*	awoke	5	beautiful	3
arrow	4	axe	5*	beaver	5
art	4*	axle	6*	became	4
articles	6			because	2
artificial	7	baby	2	become	4
as	2	bachelor	8	bed	2
ashamed	7*	back	2	bee	3*
ashes	6	backwards	7	beef	6
asked	3	bacon	7	been	2
asleep	3*	bacteria	7*	beets	5*
assembly	8	bad	3	before	3
assignment	6	badminton	7	began	3
assistance	8	bag	3	beggar	7
assistant	8	baggage	6	begin	4
association	6	bait	7	beginning	5
assure	8	bake	6	begun	5
at	2	balance	7	behave	7
ate	3*	balcony	8	behind	3
athlete	8	ball	2	being	4
athletics	8	balloon	5	belief	8
atmosphere	8	ballot	7*	believe	4
atomic	8	banana	5*	bell	2*
attached	8	band	4	belong	4*
attack	7	bandage	7	below	4*
attempt	7	bank	3*	belt	4*
attention	6	banner	7	benches	5
attic	6	banquet	7*	beneath	7
attorney	8*	bare	5*	benefit	8
attractive	8	bargain	7	benefited	8*
audience	6	barn	3	bent	5
auditorium	6	barrel	5	berth	8

beside	4	boundary	8	bus	4
best	2	bouquet	6*	bushes	5*
better	3	bow	4	business	5
between	6	bowl	4	busy	4
beyond	7	box	3	but	2
bicycle	5	boy	2	butcher	6
big	2	bracelet	5*	butter	4
bike	3	braids	4*	button	6
bill	5	brain	7*	buy	3
birch	5	brakes	5	by	2
bird	2*	branch	6*		
birthday	3	brand	6	cabbage	5
biscuit	6*	brave	4	cabin	4
bite	4	bread	3	cactus	8*
bitter	8	break	4	cafeteria	7
black	2	breakfast	3*	cake	2*
blackboard	3*	breath	7	calendar	7
blame	6	breathe	7	called	3
blanket	6*	bridge	4	calm	8
blaze	6	brief	8	calories	8
bleeding	6*	bright	3*	calves	6*
blessing	6*	brilliant	8	came	2
blew	4	bring	2	camel	4*
blind	5	British Columbia		camera	6
blizzard	8	(B.C.)	5	camp	3*
block	4*	broad	7	campaign	8*
blond	8	broil	7	can	2
blood	5*	broken	4	Canada	3
blossom	5*	broom	6	Canadian	5
blouse	8*	brother	2	canal	5
blow	4	brought	3	canary	5*
blue	2	brown	3	cancel	8
board	6	bruise	6*	candidate	8
boat	3	brunette	8	candy	3
body	4	brush	4	cane	5
boil	7	bucket	5*	cannot	3
bone	4	buffalo	5	canoe	5
bonfire	6	build	4	can't	3
book	2	built	5	canyon	7*
border	5*	bulb	7	capable	8
born	3*	bull	5	capacity	7*
borrow	6	bullet	8	capital	7
boss	7	bulletin	8	captain	4
both	4	bump	5*	captive	5
bother	5*	bundle	5*	capture	7
bottle	4	bureau	8	car	2
bottom	4	burglar	8	carburetor	8*
bough	6*	buried	4*	card	3*
bought	3	burn	5	care	3
bound	7	burst	5	career	7

carelessness	5	cheap	6	cloak	7*
carols	5*	cheat	6	close	3
carpenter	5*	check	5	closet	7*
carriage	4*	cheek	6	cloth	6
carried	4	cheer	5	clothed	6
carrots	4*	cheese	4	clothes	3
carry	4	chemical	8	clothing	6
carve	4	cheque	7*	cloudy	4*
case	5	cherries	5*	clover	5*
cash	7	chest	5	clown	4
cashier	7*	chesterfield	7	club	4
castle	4	chew	5*	coach	7
cat	2	chicken	3*	coarse	7
catalogue	7	chief	4	coast	4
catch	3	child	3	coat	3
caterpillar	7*	children	2	cocoa	5*
cattle	4	chimney	4*	coconut	5*
caught	3	chin	4*	codfish	5*
cause	5	chisel	5*	coffee	6
cautiously	8	chloroform	8*	cold	3
ceased	8	chocolate	5	collar	5
cedar	7	choir	7*	collection	7
ceiling	7	choose	6	college	7
celebrate	5	chopped	6	colonel	8*
celery	6*	chops	6	colony	4*
cellar	4*	chorus	7	colour	3
cello	7*	chosen	6	colourful	8
cellulose	8*	Christmas	2	colt	5
cement	6	church	3	column	8
cemetery	7*	cider	6	comb	5*
central	7	circle	6	combined	8
centre	7	circulation	8	come	2
cents	4*	circus	4	comedies	8
century	7	citizen	7	comfortable	7
cereal	8	city	3	coming	3
ceremony	8*	civic	6	command	7
certainly	6	civil	7	commercial	8
certificate	6	claim	7	commission	8
chain	7	clanking	8	committee	8
chair	3	class	3	common	5
chalk	5*	clause	8*	commonwealth	7
challenged	8	clean	3	communist	7
championship	6	clear	5	community	7
chance	5	clergyman	8	company	4
channel	7	clerk	7	comparative	8
chapter	7	clever	6*	compare	8
character	8	click	5*	compass	6
charge	4	cliff	7	competent	8*
Charlottetown	7	climate	4*	complaint	7*
chase	4	climb	4	complement	8*

complete	6	costume	4*	curtains	6*
complexion	8	cottage	7	curve	7
compliment	8*	cotton	3*	cushion	7*
concern	7	cough	5	custom	8
concert	7	could	2	cut	3
concerto	7*	council	7	cylinder	7*
concise	8*	counsel	7*		
conclusion	8	count	5	daddy	2
concrete	7*	country	3	dairy	5*
condemn	7*	couple	5	daisy	6*
condition	7	courage	7	damages	7
conductor	7	courageous	7*	damp	6
confederation	7	course	5	dance	4
conference	7	court	7	dancing	5*
confidence	8	courteous	8	dandelion	7*
congratulated	8	courtesy	8	danger	5
connection	8	cousin	4	dangerous	5
conquered	7	covered	4	dark	3
conscience	8	cow	2	darling	7
consent	7	cowboy	2*	date	4
consequences	8	co-worker	8	daughter	5
considerable	7*	coyote	7*	day	2
constellation	8*	crack	5*	dear	2
constitution	7*	cradle	6*	death	7
construction	8	crawl	5	debate	8*
contain	6	crayon	4*	debt	8
contents	7	crazy	5*	deceived	8
contest	4	creature	8	December (Dec.)	3
continent	6	credit	8	decided	5
contingency	7*	creek	4	decision	7
continued	7	crept	8	declare	7
contour	6*	crime	7	decoration	4*
contracts	7*	criticism	8	deed	7
control	6	crop	4	deep	4
convenience	8*	cross	3*	deer	3
convention	6	crow	6	defeated	6
conversation	8	crowd	5*	defend	6
cook	3	crown	8	defense	6*
cool	4	cruel	7	definite	8
co-operate	8	cruiser	8*	degrees	7
copper	5	crumbs	4*	delegates	8*
copy	6*	crust	6	delicate	8
cord	6	cry	3	delicious	7
corn	3	cucumber	8*	delight	6
corner	4	cup	4*	deliver	7
corral	8*	cupboard	6	demand	7
correct	8	cure	7	democratic	8
correspond	6*	curious	8	densely	6
cosmetics	8*	curling	7	dentist	7*
cost	4	curly	6	deny	6*

department	6	disguised	8	dug	4*
dependable	7	disgust	8	duplicate	8
deposit	7*	dismal	8*	durability	8*
depth	7	dismissed	4*	during	5
descend	8	dissatisfied	8	dust	5
describe	7	dissolve	8	duty	5*
description	7	distance	5	dyeing	7*
desert	4	distinct	8	dying	7
deserve	7	distinguish	8	dynamite	7*
design	7	distributed	8		
desire	7	district	8	each	3
desk	3	ditches	4*	eager	8
dessert	8	divide	5	eagle	6
destination	8	division	5*	early	3
destroy	8	do	2	earn	7
detail	7	doctor	5	earrings	7*
determined	8	documents	7	ears	3*
develop	7	dodge	6	earth	4
devilish	7*	does	3	earthquake	8*
devoted	8	dog	2	easily	7
diagram	8	doll	2	Easter	3
dial	7	dollar	4	easy	4
diameter	8	domestic	8	eat	2
diamond	7	Dominion	7	economical	8
diary	8	done	3	edge	6
dictionary	6	donkey	5*	edifice	8*
did	2	don't	3	edition	8*
didn't	3	door	3	Edmonton	7
died	4	double	6	education	6
diesel	8	doubt	8	effect	8
diet	7	down	2	efficient	8
difference	7	downstairs	5	effort	7
different	3	dozen (doz.)	5	eggs	2*
difficulties	6	drain	6	eight	3
dig	4	drama	7	eighteen	5
digestion	8	drank	5	eighth	5
dime	4	draw	3	eighty	6
dimensions	8*	drawer	6	either	5
dining	4	dress	2	elaborate	8*
dinner	3	drew	4	elect	7
direction	6	drill	5	electric	3
dirt	4	drink	3	electricity	4*
disagreeable	7	drive	4	electronic	8
disappear	5	dropped	4	elementary	6*
disappointed	5	drove	4	elephant	4
discover	5*	drown	6*	elevator	6
discovery	7	drug	5*	eleventh	5
discussion	7	drum	5*	else	4
disease	5	dry	4	embarrassing	7*
disgrace	8*	duck	3*	embroidery	7*

emigrants	8*	excitement	6	father	2
empire	6*	exclaimed	7	fatigue	8*
employed	7	excursion	8*	fault	7
employee	7	excuse	4	favour	6
empty	4*	executive	6	favourite	4*
enameled	6*	exercise	6	feast	4
enclosing	7	exhaust	8	feather	5*
end	3	exhibit	6	feature	8
enemy	5	existence	8*	February (Feb.)	3
energy	7	exit	5*	federal	7
engagement	6	expect	5	feed	3
engine	5	expensive	7	feel	4
engineer	7	experience	7	feet	3
enjoy	6	experiment	6*	fell	3
enormous	8*	explain	7	fellow	5
enough	3	explanation	8	felt	4
enter	5	explore	7	female	7
entertainment	7	exports	5	feminine	8
enthusiastic	8*	expression	8	fence	4
entrance	8	extensive	7	ferry	6*
envelope	7	extra	5	fertile	7*
equal	7	extraordinary	7	festival	8*
equipment	6	extremely	6	fever	7
equipped	7	eye	4	few	3
eraser	5*			fidelity	8*
erect	6*	face	3	field	3
errand	5*	facility	8*	fiercely	8
errors	5	factory	5	fiery	8
escapade	8	facts	7	fifteen	4
escape	5	faculty	8*	fifth	4
especially	5*	failed	6	fifty	4
essay	6	failure	6*	fight	3
establish	8	faint	8	figure	5
estimated	8	fair	3	file	5*
etcetera (etc.)	6*	fairly	6*	fill	4
evaporation	7*	faithful	6	film	6
even	4	fall	3	finally	5
evening	4	familiar	8	financial	8
event	7	family	3	find	2
ever	3	famous	4	fine	2
every	2	fancy	8	finger	4
everybody	4	far	3	finish	4
everywhere	5	farewell	8	fir	5*
evidence	8	farm	3	fire	3
exact	7	farther	6	fireplace	5
examination	6	fascinating	8*	first	2
example	6	fashionable	7	fish	3
exceeding	8	fast	2*	fitted	8
excellent	6	fasten	5	five	2
except	4	fat	2*	fix	4

flag	3	free	4	get	2
flakes	6	freedom	7	getting	2
flame	8	freeze	6	geysers	8*
flashlight	6	freight	5	ghost	5
fleet	8	French	5	giant	4
flew	4	frequently	8	girl	2
flight	7	fresh	4	give	2
float	6	Friday (Fri.)	3	given	4
flood	4	fried	6	glad	3
floor	3	friend	3	glance	7
flour	6	frog	4	glass	4
flower	4	from	2	glimpse	8*
flu	5*	front	3	glorious	8
fly	3	frontier	8*	gloves	5
fold	5	frost	6	go	2
folks	5	frozen	4*	goal	4
follow	4	fruit	3	goes	2
food	3	fuel	6	goggles	7*
fool	5*	fulfilled	8	going	2
foolishness	8	full	3	gold	4*
foot	3	fun	2	golf	7*
for	2	funeral	7	gone	3
force	6	funny	2*	good	2
forehead	7	fur	3	good-bye	4
foreign	5	furnace	7	goose	5
foremost	8*	furnish	7	got	2
forest	3*	furniture	4*	government	7
forget	3*	further	6	governor	7
forgive	5*	future	7	graceful	7
forgotten	5			grade	2
fork	5	gadget	8	gradually	7
formally	7	gain	5	graduate	8
formerly	7	gallery	6	grain	6
forth	4*	gallon	6	grammar	8
fortunate	7	game	3	granddaughter	5*
fortune	6	garage	4*	grandfather	3*
forty	4	garden	3*	grandmother	3*
forward	6	gas	3	granite	7*
fought	5	gasoline	6*	grant	8
foul	7*	gate	4	grapes	5*
found	2	gather	4	grass	3*
foundation	7	gauze	7*	grateful	8
fountain	6	gave	2	grave	5*
four	2	gay	4*	gravel	6
fourth	4	geese	5*	gravy	6
fowl	7*	generally	5	gray	3
fox	4	generator	8	grazing	7*
fracture	8	generous	8*	grease	6*
frame	7	gentle	6	great	3
Federation	7	geography	4*	green	3

greet	6	hatchet	6*	hollow	6
grew	4	hate	4*	holy	6
grief	7*	haul	6	home	2
grievance	7*	haunted	7*	honest	5
grind	8	have	2	honey	5
grip	6	having	2	honour	5
grocery	6	hawk	6	honourable	7
grouch	8	he	2	hope	3
ground	3	head	3	horizon	8
group	5	healed	7	horn	5
grove	8	health	4	horrible	7
grow	3*	hear	3	horse	3*
growl	7*	heard	3	hose	6
growth	7	heart	4	hosiery	8
guarantee	8	hearth	8*	hospital	5
guard	8	heartily	8*	hot	3
guess	3	heat	5	hotel	5
guest	6	heaven	8	hour	4
guide	7	heavy	4	house	2
guilty	7*	heel	5	household	7
guitar	7*	height	7	how	2
gun	2*	heir	8	however	7
gymnasium	7	held	4	howl	5*
		helicopter	5*	huge	6
had	2	hello	4	human	7
hail	5*	help	3	humorous	8
hair	3	hemisphere	8	humour	8
half	3	hen	2*	hundred	3
Halifax	7	her	2	hung	4*
hall	3*	herd	5*	hungry	4
Hallowe'en	5*	here	2	hunting	3
hammer	5	herewith	7	hurriedly	7*
hand	3	heroic	8	hurry	4
handful	3*	hesitate	6*	hurt	3
handkerchiefs	4	hid	4	husband	6
handlebars	6	hide	3*	hydroelectric	7
hang	4	high	3	hygiene	7*
hangar	8*	hike	5	hymn	6*
happen	4	him	2		
happiness	7	hinge	6*	I	2
happy	2	his	2	iceberg	6*
harass	8*	history	4	ice cream	3
harbour	7	hit	3	icicles	8*
hard	3	hive	5	idea	7
hardly	4	hoarse	7*	ideal	8
hardware	5*	hobby	5*	idle	6
harvest	5	hockey	4	if	2
has	2	hold	3	ignorant	7
hat	2	hole	3	illness	5
hatch	5	holiday	4	illustration	8

I'm	2	introduced	6	kettle	6
imagine	6	invalid	7	key	6
imitate	8	invention	7	kick	5*
immediately	6	investigate	7	killed	3
immense	8	invisible	8	kind	3
immigrants	8	invitation	6	kindergarten	5*
impatient	8	invite	4	kindly	6
important	6	iron	4*	king	3
improvement	7	irrigation	6*	kisses	5*
in	2	is	2	kitchen	5
inch	5	island	4	kitten	3
incident	6*	isn't	3	knees	6
including	7	issue	7	knew	3
increased	7	it	2	knife	3
independent	7	italics	8	knitted	8
index	6	itch	7	knock	4
Indian	3*	items	6	knot	6
individual	8	its	4	know	2
industrious	7*	it's	2* & 4	knowledge	6
industry	5			known	4
influence	7	jacket	6		
information	7	janitor	7	label	8*
initial	8	January (Jan.)	3	laboratory	8
injure	6*	jaw	6*	labour	6
ink	3*	jealous	6	lacrosse	6*
inn	8	jelly	6	ladder	6
innocent	7	jet	3	lady	4
inquire	7	jetty	6*	laid	4
insects	5	jewellery	6*	lake	3
inside	3	job	4	lamb	4*
inspection	7	join	6	land	3
instance	7	joke	5	language	4
instead	4	journey	4*	large	3
instruction	6*	judge	8	last	2
instructor	7	judgment	8	later	3
instruments	6	judicial	8	latter	7
insurance	7	juice	4	laughed	5
intelligent	7	July	4*	laughter	6*
intend	8	jump	3	launch	8*
interesting	5	June	3	laundry	8
interfere	8	jungle	4*	law	5*
interior	8	junior	5	lawn	6
international	8	jury	8	lawyer	5*
interplanetary	7*	just	3	lay	2
interrupted	7*	justice	7	lazy	4
interscholastic	8			lead	4
interview	8	keel	6*	leader	5
intimate	8*	keen	6	leaf	5
into	2	keep	3	league	6
intramural	8	kept	3	learn	3

least	5	lonely	5	master	4
leather	5	long	2	match	5
leave	5	look	2	matches	4*
leaves	3	loose	4	material	5
lecture	8	lose	6	mathematics	8
led	5	losing	6	matter	4
ledge	6*	lost	3	may	2*
left	3	lots	3	May	3
leg	3	loud	4	maybe	4
legislature	7	love	2	mayor	8
leisure	8	low	4	me	2
lemonade	6*	luck	4*	meal	6
length	6	lumber	5	mean	6
lessons	5	lunch	3	meant	5
let	2	luncheon	6*	measles	5*
letter	3	luxury	8*	measure	6
lettuce	7	lying	5	meat	3
level	5			medicine	7
liberty	6	machine	3*	medium	7
library	4	machinery	6	meet	3*
license	5*	made	2	melon	7*
lick	5	magazine	5	melt	5
lie	4	magic	7	members	6
lieutenant	8*	magician	7*	memory	6
life	4	magnificent	8	men	2
light	3	maid	5	menace	7
lightning	7	mail	3	mention	6
like	2	main	6	merciful	8
limb	6	maintenance	8	merely	8*
limited	7	major	6	merry	3
linen	6	majority	8	message	6
liner	6*	make	2	messenger	7
lines	3	man	2	metal	6
lion	4*	management	7	method	7
lip	5	manager	7	microphone	7
liquid	7	maniac	7*	middle	4
liquor	8*	Manitoba (Man.)	6	midnight	5
list	5*	manner	7	might	3
listening	7	manual	6	mile	4
little	2	manufacture	7	mileage	8
live	2	manuscript (MS.)	8	milk	2
livestock	7	many	2	million	5
load	4	map	5	millionaire	8*
loan	6	maple	4	mind	4
located	5	march	2	mine	3
lock	4	March	3	mineral	5
locomotive	7*	market	4	miniature	8
lodge	6*	marriage	5*	mining	5
log	3	marvellous	8	minister	7
logging	5	masculine	8	mink	7

minute	4	muscles	7*	normal	7*
mirror	5	museum	6*	north	4
mischievous	7	music	4	nose	3
Miss	2	must	3	not	2
miss	2*	my	2	note	3
missed	6	myself	4	notebooks	3*
missionary	8*	mystery	7	nothing	5
misspell	7*			notice	5
mist	6	nail	5	noticeable	8
mistake	5	name	2	notify	7
mix	6	napkins	6	notion	7
moccasins	8*	narrow	7	nourishing	8
model	5	nation	6	Nova Scotia	
modern	6	national	7	(N.S.)	6
moisture	7	native	5	November (Nov.)	3
moment	5	naturally	7	now	2
Monday (Mon.)	3*	nature	5	nowhere	6
money	3	navigator	7*	nuclear	8
monitor	8	navy	6*	nuisance	8
monkey	3	near	3	number (no.)	4
monotonous	8	necessary	6	numerous	6*
month	5	neck	4	nurse	5
Montreal	6	need	3	nylon	7*
moose	6*	needle	5		
more	3	Negro	6*	oak	4
morning	2	neighbour	6	oar	6
mortgage	8	neither	5	oatmeal	6
mosquitoes	6*	nephew	5*	obedient	8
most	3	nervous	7	obey	5
motel	5	nest	3	object	6
mother	2	never	3	objectives	6*
motion	7	new	2	observed	8
motor	5	New Brunswick		obstinate	7*
motto	6*	(N.B.)	6	obtained	7
mountain	4	Newfoundland		occasion	7*
mouse	4	(Nfld.)	5	occupation	7
mouth	3	news	6	occurred	7
movable	7	next	3	ocean	4
move	3	nice	2	o'clock	3
movement	7	nickel	4*	October (Oct.)	3
movies	5	niece	5*	odour	7
mower	6	night	2	of	2
Mr.	5	nine	3	off	3
Mrs.	5	nineteen	5	offence	8*
much	2	ninety	5	offered	6
mule	6	ninth	5	office	5
multiplication	5*	no	2	official	7
municipal	8	noise	4	often	3
murderous	8	none	5	oh	2
murmur	7*	noon	4	oil	3

old	2	pamphlet	8*	permanent	7*
omit	7	pan	4	permissible	8*
on	2	pants	4	permission	8
once	2	paper	3	persevere	8
one	2	parachute	6*	personal	6
onion	6	parade	4	persuaded	8
only	3	paragraph	6	pet	2
Ontario (Ont.)	5	parallel	8*	petroleum	6*
open	3	parcel	7	philosopher	8*
operation	7	pardon	7	phone	3
opinion	8	pare	6	photograph	6
opportunities	7	parents	4	physical	7
opposite	6	park	3	physician	7
or	3	parliament	6	piano	5
orange	3	parrot	5*	pick	3
orchard	6	particular	7	pickles	6
orchestra	7	party	3	picnic	4
order	5	passed	4	picture	3
ordinary	8	passengers	7	picturesque	8*
ore	5*	past	4	piece	5
organ	5*	paste	5	pier	6*
organization	6	pasture	4	pierce	8*
orient	7	patch	6	pigeon	5*
original	8	patent	7*	pile	4*
other	2	patience	8	pillow	5*
Ottawa	6	patients	8	pilot	7
ought	4*	pattern	6	pine	5
ounce	8	pause	8	pink	3*
our	2	paved	6	pint	6
ourselves	4*	pawed	5*	pioneer	5
out	2	pay	4	pipe	4*
outboard	6*	peaceful	7	pitcher	6
outside	3	peaches	5	pitying	8*
oven	6	pearl	5*	place	3
over	2	pears	5	plague	8*
overalls	6	peas	5	plains	7
owe	5*	peculiar	7	plan	4
owl	5*	pedestal	8*	planed	5*
own	3	pedestrian	8	plank	5
owner	5	pen	3	planned	5*
oyster	8*	pencil	3	plant	3
		penicillin	8*	plaque	8*
package	5	penny	4	plastic	7
paddle	5	people	2	plate	5
pageant	7*	pepper	6	plateau	7*
paid	5	per cent	6	platform	7
pain	6	perfect	7	play	2
paint	4	perfume	5	pleasant	5
pair	3	perhaps	5	please	2
palm	4*	period	4	pleasure	5

pledge	7	prepare	6	proud	5
plenty	4	prescribe	7*	prove	6
plough	6*	presence	7	provide	6
plumber	7	presents	3*, 7	province	6
plus	5*	president	5*	provisions	7
pneumonia	7*	press	6	psychology	8*
pocket	4	pretty	2	public	5
poem	4	prevent	6	published	7
point	4*	previous	8	puck	4*
poisonous	8	price	5	pudding	6*
polar	4*	pride	8	pull	3
pole	4	priest	8*	pulpwood	5*
police	5	primary	7	pulse	7*
policy	7	primitive	8*	pumpkin	5*
polish	6	Prince Edward		punctured	8
politics	8	Island (P.E.I.)	6	punished	7
polite	6	principal	4	pupil	4
pond	4	principle	8	puppy	3*
pony	3*	print	5	purchase	7
poor	3	priority	8*	pure	6
popular	8	prison	6	purple	3*
population	5	private	7	purpose	7
porch	4*	privilege	7	purse	8
porous	7*	prize	4	pursue	8
portable	5	probably	5	push	4*
position	6	problems	5*	put	2
positive	8	procedure	7*	putting	7
possess	7	proceeded	7	puzzle	6
possible	5	process	7	pyramids	8
post	4*	product	5		
postscript (P.S.)	8	production	5*	quaint	8
potatoes	5	professor	8	quality	8
pottery	5*	profitable	7	quantity	8
poultry	7	program	4	quarrel	8
pound	4*	progress	7	quarry	7*
poured	6	projector	8	quart	6
poverty	8*	prominent	8	quarter	4*
powder	5	promise	5	Quebec (Que.)	5
power	7	promote	6	queen	3
practical	7	pronunciation	8	queer	4*
practice	6	proof	6	question	5
practises	6	propeller	6*	quick	4
prairie	6*	properly	6	quiet	5
prayer	7	property	6	quilt	6
preacher	8*	prophet	8*	quit	5
precede	7*	proportion	8*	quite	4
precious	7*	propose	7	quotation	8
preferred	8	prosperous	8	quotient	8*
prejudice	8	protect	5		
premium	8*	protein	8*	rabbit	2*

race	4	reindeer	5*	rise	6
racket	6*	relative	7*	risk	6*
radar	6*	release	8	river	3
radiator	7	reliable	8*	road	3
radio	3	relief	8	roam	7
railroad	5	religious	8	roast	7
rain	3	remain	5	robbers	8
raise	4	remember	4	robin	2*
raisin	6	remittance	8*	rock	4
ran	2*	remove	6	rockets	5*
ranch	5	rent	6	rodeo	8
rapid	6	repair	6	role	8
rascal	8	repeated	8	roll	5
rat	2	repertory	8*	roof	4
rather	4	repetition	8	room	2
rattlesnake	7	reply	5	root	6
raw	5	report	4	rope	3
rayon	7*	representatives	8	roses	6
reach	4	reproduce	8	rotten	6*
read	2	request	7	rough	6
ready	3	required	8	round	3
reaffirm	8	rescue	8	route	5
real	4	reserve	6*	routine	7
realize	7	reservoir	8*	row	4*
rear	4*	residence	8	royal	6
reason	4*	resigned	7	rubbers	5*
rebel	8	resistance	7*	rug	4
receipt	6	resources	7	ruler	4*
receive	5	respect	7	run	2
recent	7	responsible	8	rural	6*
recess	4*	rest	3	rush	5
recipe	6*	restaurant	8	rye	7
recognize	8	returned	6		
recommend	8	reverse	8	sack	4
record	6	review	6*	sacrifice	8*
recreation	8	revolution	7	sad	4
red	2	reward	7	saddle	6
reduce	7	rhythm	7*	safety	7
reference	8	ribbon	5	said	2
referred	8	rice	4	sailor	5
refrigerator	6	rich	4	salad	6
refugees	8	ridden	6*	salary	8
refused	7	riddle	5	sale	5
regarding	8	ride	3	saliva	8*
Regina	7	ridiculous	8	salmon	8
region	5	rifle	7	salt	4*
register	7	right	3	same	3
regret	7	ring	3	sand	3
regular	6	rip	5	sandwiches	6
Fredericton	7	ripe	5	Santa Claus	2

Saskatchewan		seldom	7*	shock	6
(Sask.)	6	selection	8	shoes	4
sat	2	selfishly	8	shone	8
satellite	8*	sell	4	shoot	3*
satisfactory	8	senate	8	shopping	4
satisfied	6	senators	8	short	4
Saturday (Sat.)	3	send	3	shot	3*
saucer	6*	senior	5*	should	3
sausage	6*	sense	7	shoulder	6
savage	5*	sensible	7	shouted	5
save	4	sent	3	shove	4*
saw	2	sentence	6	shovel	5
say	2	separate	5	show	3*
says	3	September		shower	6
scale	7	(Sept.)	3	shrieking	8*
scarce	6	serial	8	shut	4*
scared	5	series	7	sick	3
scarf	5*	serious	7	sidewalk	3
scene	5	servant	5*	siege	7
scent	7*	serve	5	sighed	7*
scheduled	8	service	6	sight	4
scheme	6*	session	7*	sign	4*
scholar	6*	settle	6	signal	6
scholarship	8	settlement	6*	signature	7
school	2	seven	2*	significance	8*
science	5	seventy-five	5	silence	8
scientific	5*	several	3	silent	8
scissors	6	severe	7	silk	4
score	5	sew	5	silly	6
Scottish	6*	sewers	8	silver	4
scout	5	shade	5	similar	8
scratch	8	shadow	5*	simple	6
scream	5	shake	4*	since	5
screen	6	shall	3	sincerely	4
screw	5	shallow	7*	sing	2*
sculpture	7*	shape	5	single	7
sea	3	share	5*	sink	4*
search	6	sharp	4	sir	5
season	4	shaving	7*	sister	2
seat	3*	she	2	sit	3
second	2	shed	5	situated	8
secret	5	sheep	3	six	2
secretary	5	sheet	5	size	4
section	6	shelf	5	skate	3
secure	6*	shelter	6	skeleton	8*
see	2	shepherd	5	skidded	8
seek	5*	shin	5*	skiing	5*
seemed	4	shine	5	skilful	8
seen	2*	ship	3	skin	3*
seize	7	shipment	3*	skirt	6

skis	5	south	4	stature	8*
skunk	5*	souvenir	8	stay	3
sky	3*	sovereign	8*	steady	8
slaughter	8*	space	6	steal	6
slave	5*	spade	6	steam	5
sleep	3*	sparrow	4	steel	5
sleet	4*	speak	4	steering	6
sleeve	5*	spear	5	stenographer	8
sleigh	3*	special	5	step	4
slept	4	species	8	stewardess	7*
slice	6	specimen	8*	stick	4*
slide	3*	speech	5	stiff	7
slight	7	speedometer	6*	still	3
slip	5	spell	4	sting	6
slippers	5*	spend	3*	stingy	8
slippery	6	spent	4	stir	6*
small	3	spices	8	stitch	6*
smell	4	spider	6*	St. John's	7
smile	6	spill	6	stockings	5
smoke	3	spirits	8	stole	6
smooth	6	spite	7	stomach	7
snake	3	splendid	6*	stone	4
snow	2	spoil	6	stood	4
so	2	spoke	5	stool	6
soaked	8	spoon	6	stooped	8
soap	3	sport	5	stop	3
social	8	spot	4	store	2
society	8	spread	5	storm	3*
socks	5	spring	3	story	2
soda	5*	sprinkle	6	stove	4
soft	4	spruce	6	straight	4
solar	7*	square	6	strange	4*
sold	4	squash	8*	strap	6*
soldier	4	squeeze	6*	strawberries	4*
sole	8*	squirrel	4	streamlined	5*
solemn	8	stable	6	street (st.)	4
solid	4*	stage	5	strength	8
solution	7	stairs	4	stretch	8
some	2	stamp	4*	strikes	6
someone	4	stampede	7*	strong	4
son	4	stand	3*	stubbed	6*
soon	3	standard	8	stubborn	8
sophomore	8*	staring	8	stuck	4
sore	5	start	3	students	5*
sorry	3	starved	8	studious	8
soul	8*	station	4	studying	6
sound	4	stationary	7	stumble	6*
soup	6	stationery	7	stupid	8
sour	6	statistics	8*	stylish	8
source	7	statue	8	subject	4*

submarine	8*	switch	6	textiles	7*
subscribe	7	sword	7*	texts	6*
subscription	7*	syllable	8*	than	3
substitute	7*	sympathy	8	thank	3
subtract	5*	symptoms	7*	thankful	3*
suburban	7*	synagogue	6*	that	2
subway	6	synthetic	8*	the	2
successful	7	syrup	6*	theatre	6*
such	5	system	7	theft	5
sudden	4			their	2
sufficient	8	table	2	them	2
sugar	4	tackle	8	then	2
suggest	7	tail	3*	theory	8
suicide	8	tailor	8	there	2
suit	3*	take	2	therefore	8
suitable	7	taken	4	thermometer	7*
sulphur	8	talk	3	these	3
summer	3	tame	6	they	2
Sunday (Sun.)	3	tank	5	they're	5
sunny	4*	tanned	6*	thick	4
superintendent	8	target	6*	thieving	8
superior	8	tariff	8*	thin	4*
supersonic	8	tarmac	8*	things	2
superstitious	8*	taste	5	think	2
supplementary	8	taught	4	third	3
supply	7	tax	5	thirsty	6
support	8	taxi	4*	thirteen	6
suppose	5	tea	4	thirty	3*
supreme	8	teacher	2	this	2
sure	3	team	4	thorough	7
surface	5	tear	5	those	3
surgeon	7*	teased	8	though	6
surprise	5	tedious	8*	thought	5
surround	6	teeth	3	thousand	5
surrounded	7	telegram	5	thread	5
surveyed	8	telephone	5	threatened	7*
suspend	8	telescope	5*	three	2
suspense	8	television	5	threw	4
suspicious	8	tell	2	throat	5
swallow	8	temporary	8	throne	7
swatter	7*	temperature	7	through	5
swear	7	ten	2	throughout	7
sweater	4	tender	7	throw	4
sweep	6	tennis	7*	thrown	7
sweet	3*	tent	4	thumb	6*
swell	5	tenth	7	thunder	7
swept	6	terrible	5	Thursday	
swift	6	terrific	8	(Thurs.)	3
swim	4	territory	7	thus	7*
swing	4	testimony	8	ticket	6

ticked	8	transaction	8	under	3
tied	4	transcontinental	6*	understand	5
tigers	4*	transfer	8	uniform	7
till	3	transportation	7	union	6
timber	6	trap	4	unite	6*
time	2	traveller	4	university	8
timid	8	treasurer	5	unknown	7
tiny	4*	treat	6	until	3
tire	5	tree	2	up	2
tired	3*	tremendous	8*	upon	2*
tissue	7*	trial	6*	uranium	8*
title	7	tribe	5	urban	6*
to	2	trick	4*	urgent	8
toast	6*	tricycle	5*	us	2
tobacco	8	tries	4	use	3
toboggan	5	trip	3	useful	4
today	2	triumph	8*	useless	4
toes	4*	tropics	8*	using	7
together	3	trouble	4	usually	5
told	3	trough	7*	utensil	6*
tomatoes	5*	trousers	8*		
tomorrow	3	trout	8	vacant	7*
tongue	7	truck	3	vacation	7*
tonight	3*	true	4	valentine	4
tonsillitis	7*	truly	3	valley	4
too	2	trunk	4	valuable	7
took	2	trust	7	Vancouver	6
tools	5	truth	6	vanished	6*
top	3	try	3	vapour	8
topic	8	Tuesday (Tues.)	3	variety	8
tore	4	tunnel	4	vegetable	4
torment	6	turkey	3	vegetation	4*
Toronto	7	turn	3	venison	8*
torrent	8	turnips	6	very	2
total	7	twelfth	5	veteran	8*
tough	6	twelve	4	veto	8
tourists	7	twenty	3*	vicinity	7
toward	4	twenty-four	5	Victoria	7
towel	6*	twice	4*	victory	7
town	2	twin	5*	view	6
toys	3	twisted	8	vigorous	8
track	4	two	2	village	4
tractor	5	tying	7	villain	7*
trade	4	typewriter	6	vine	5*
traffic	6			vinegar	6*
tragedies	8	ugly	6*	violin	7*
trail	5	umbrella	5	virtue	8*
train	2	umpire	7	visionary	8
traitor	7*	uncle	3	visit	3
tramp	5	unconscious	8	visitor	6

vitamins	8	when	2	word	4
voice	5	where	3	wore	5
volleyball	6*	wherever	5	work	2
volume	8	whether	5	world	3
volunteer	8	which	3	worm	4
vote	7	while	3	worn	7
voyage	6	whim	8*	worry	5
vulgar	8	whine	7*	worse	6
		whip	6	worst	5
wagon	3*	whisper	8	worth	6
wait	3	whistle	6	would	3
wakened	4	white	2	wound	6
walk	3	whittling	6*	wrapped	6
wall	4	who	2	wreaths	8*
want	2	whole	4	wrecked	8*
war	4*	wholesale	8*	wrestling	7*
warehouse	8	wholly	7*	wrist	6
warm	3	whom	5	write	2
warn	7	who's	7	written	4
warrant	7*	whose	4	wrong	4
was	2	why	3	wrote	3
wash	3	wieners	8	wrought	8*
waste	7	wife	6		
watch	4	wild	4	years	4
water	2	wilderness	7	yeast	6*
waves	6*	will	2	yell	5
way	3	win	4	yellow	3*
we	2	wind	3	yes	2
weak	6	window	3	yesterday	3
wear	3	wing	4	yet	3
weary	7*	winner	3*	yolk	6*
weather	3	Winnipeg	7	you	2
weave	6	winter	3	young	4
wedding	6	wire	5	your	2
Wednesday		wise	4*	yours	3
(Wed.)	3	wish	3	youth	8
week	3	witch	5*		
weigh	6	with	2	zero	6
weird	8*	without	3*	zipper	5
welcome	5	witness	8*	zoo	3
welfare	8	woke	4		
well	2	wolf	4		
went	2	woman	3		
were	2	won	3		
west	3*	wonderful	4		
wet	3	won't	4		
wharves	8*	wooden	4		
what	2	woods	3		
wheat	4	wool	3*		
wheel	4	woollen	6		

Date Due

OCT 22 '69			
OCT 30 '69			R
EDUC OCT 14 '77		EDUC OCT 22 '72	
OCT 18 RETURN		OCT 17 RETURN	
EDUC NOV 16 '71		DEC 3 RETURN	
NOV 11 RETURN		EDUC FEB 2 '78	
EDUC FEB 14 '73		EDUC FEB 10 '76	
FEB 11 RETURN		FEB 10 RETURN	
EDUC MAY 23 '74			
EDUC JUN 1 '77		RETURNED MAR 25 '78	
MAY 25 RETURN			
DEC 4 RETURN			
MAR 5 RETURN			
MAR 12 RETURN			
APR 5 RETURN			

PE 1145 M16 GR-3 TCH-ED-
MACMILLAN SPELLING SERIES

39425172 CURR HIST



000007771843

3.
tch.ed.

HISTORICAL
COLLECTION

342327

CURRICULUM

PE 1145 M16 gr.3 tch.ed.
Macmillan spelling series.

0330541H CURR

Reference

